



# Five Years of Teaching 1619

A Program Impact Report from the Pulitzer Center,  
the original education partner of *The 1619 Project*

1619 | Education Programs

 Pulitzer Center



United States, 2019

- ▲ Pulitzer Center staff prepare and mail classroom sets of the print publication of *The 1619 Project* to educators who submitted requests for copies of the magazine to use in their classes. The New York Times and the Pulitzer Center ultimately mailed tens of thousands of magazines to educators who requested copies.

## Foreword

On August 18, 2019, *The New York Times Magazine* published a special issue, *The 1619 Project*. It called readers to recognize the foundational role of the institution of slavery in the United States and the often unacknowledged contributions of Black Americans in moving the country toward the ideals of its founding documents. The publication date for the issue was a commemoration of the 400th anniversary of the first recorded sale of enslaved Africans to British settlers in the colony of Virginia. This report is a commemoration of the fifth anniversary of that *New York Times Magazine* special issue and a documentation of the impact of the programming that Pulitzer Center Engagement Team members have implemented over the last five years as the original and a continued education partner of *The 1619 Project*.

*The 1619 Project* is one of the most creative and ambitious journalistic projects published in recent years. The Project continues to expand and creatively engage audiences through text and media resources from over 100 contributing journalists, historians, and artists that have been published in a print magazine, five-episode podcast, six-part docuseries, a book anthology, and a children's book. In the five years since the publication of the original issue, the Pulitzer Center team has, likewise, explored and refined a variety of strategies for focused engagement of educators and students with the Project and the critical questions it raises. Over 1 million people have engaged with the reading guides we published in 2019 as the first initiative for this partnership.

Since that time, we've developed a series of educator programs, building a network of 541 educator partners and reaching over 25,000 students in pre-K-12th grade and over 2,500 adult learners. We have facilitated 203 events and workshops attended by over 15,000 people, and published over 100 curricular materials on our award-winning [1619education.org](http://1619education.org) website, which has been viewed over 400,000 times by people in all 50 states and Washington, D.C.

The thousands of educators we've had the privilege of supporting, either directly through our 1619 Education programs or indirectly through our online curricular resource library, overwhelmingly emphasize the relevance and usefulness of our programming and resources in better understanding *The 1619 Project* and the history it covers. They share that these programs and resources have helped them develop a meaningful classroom experience for their students, further developing their skills as educators, and that they have inspired meaningful action in their classrooms and communities.



In our most recent survey of our website audience, 87% say that they would highly recommend our resources to other educators. The educators surveyed saw positive impacts on their learning environments with 78% of the educators reporting that the 1619 materials helped their students build new content knowledge, and 75% of educators surveyed reported that engaging with 1619 helped their students further develop critical thinking skills.

The Pulitzer Center's 1619 Education programming connects educators and students to *The 1619 Project* resources and to one another, thus expanding and sustaining the influence of a journalistic project examining some of the most complex issues of our time.

In choosing the Pulitzer Center as an education partner, *The New York Times Magazine* put trust in our audience engagement strategy and commitment to partnerships that inspire action. Through our time implementing focused programming around *The 1619 Project* and Pulitzer Center-supported reporting on racial justice, we have developed new Education partnerships built on that same trust and investment in our K-12 Education mission to cultivate a more curious, informed, empathetic, and engaged public. In addition to the thousands of educators whose individual classrooms we've supported, our programs have built partnerships with over 120 K-12 schools and districts in 30 states and Washington, D.C. We've partnered with professors at 22 colleges and universities in 15 states and facilitated 17 workshops at academic education conferences.

We designed and hosted three annual 1619 Education Conferences for teacher program partners to share the work they're doing with public audiences and to connect educators directly with *Project* contributors. Of 1619 Education Conference attendees surveyed, 98% said they would recommend the conference to other educators. We've met teachers where they already are through collaborative events with organizations like the National Council of Teachers of English, National Council for the Social Studies, and the American Federation of Teachers. Our curricular resource library has been cited by the American Historical Association as one of the top no-cost resources for secondary teachers of history, and our team wrote the official 1619 book guides for the books' publisher, Penguin Random House.

Our programming is a testament to the power of investing in targeted engagement to extend the reach and impact of quality journalism to key audiences and communities. A desire for increased engagement in 1619 programming also led to the launch of a dedicated newsletter that now regularly reaches over 6,000 educators.

When the Pulitzer Center agreed to be an education partner for the initial magazine publication of *The 1619 Project*, we had no way of knowing the impact that the *Project* would have in journalism, education, policy, and beyond. Now, five years later, the questions the *Project* raises about how we define the United States and understand its history are more relevant than ever. As we come upon a historic presidential election and look ahead just two years to the 250th anniversary of the Declaration of Independence, we recognize this as a moment when many Americans are seeking to better understand how our past connects to our present and how to work together to create the future. We are proud that we have become leaders in this work since *The 1619 Project* launched in 2019. We are excited to share the learning and impact of our 1619 Education programs with those hoping to join the consistently growing network of educators engaging with these questions, and continue our work engaging educators with breakthrough racial justice reporting into the future.

Best,



**Donnalie Jamnah**  
Senior Program Manager, K-12 Education



**Kendra Grissom**  
Program Assistant, K-12 Education



# INTERDISCIPLINARY EDUCATION NETWORKS

Image courtesy of Da' Gardens Network team. United States, 2023

▲ An adult learner holds a copy of *The 1619 Project: A New Origin Story* while participating in reflection activities during community reading groups hosted by the 2023 Network cohort team Da' Gardens

**541**

educator  
partners

**28,000+**

students and  
teachers reached

**135**

curricular  
resources

viewed over  
**1.5 million**  
times



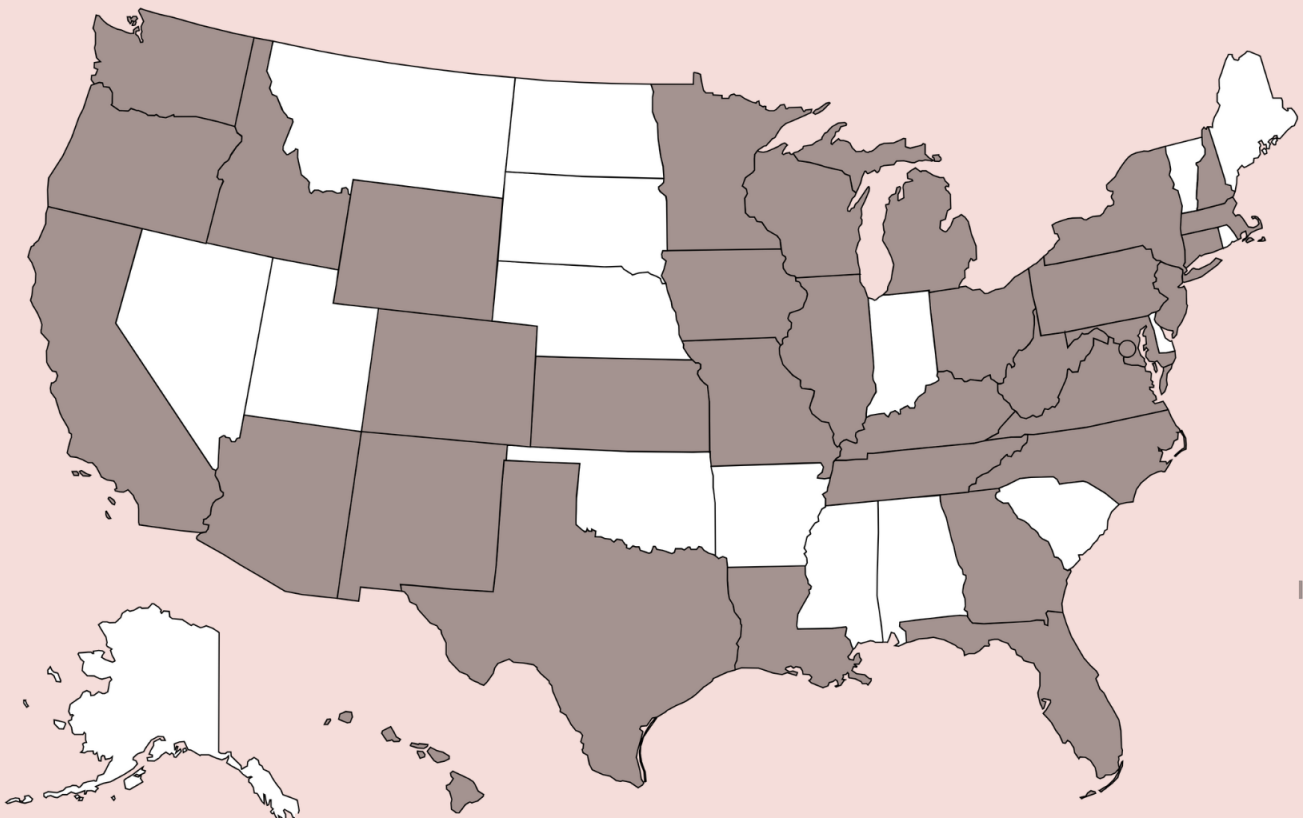
Our 1619 Education programs include several network-building and professional development programs for educators, a website housing our Education Materials Collection to support educators utilizing *The 1619 Project* in classrooms, and special projects with partners such as Mizzen Education. We've worked directly with 541 educators, curating over 135 curricular materials in collaboration with them and reaching over 28,000 students and educators.

The 1619 Education Network is our largest 1619 Education program with 400 Network alumni working in 30 states and Washington, D.C. Network cohorts consist of teams of educators who collaborate with award-winning journalists, historians, Pulitzer Center staff, and one another to create, teach, and share curricular resources that allow students to engage authentically and critically with *The 1619 Project*.

The 129 units Network members have created so far make up a large portion of the Curricular Resource Library on the 1619 Education Materials Collection site. Network members across cohorts have worked in 156 unique schools and organizations and extend the reach of their projects beyond their individual classrooms and schools through participation in dozens of events and webinars each year, sharing their experiences and expertise with thousands of educators around the world.

A map depicting all the states represented by our 1619 Education program partners. ▼  
The states are represented in light brown.

## The 1619 Education Program Community





- ▲ Pulitzer Center Senior Education Manager Donnalie Jamnah shares what 1619 Education Network members have reported as the impact of the program with educators attending the 2023 Teaching Black History Conference hosted by the University at Buffalo's Center for K-12 Black History and Racial Literacy Education

***"The impact that The 1619 Project had on our scholars is one that will last beyond this school year. The impact gave our scholars a sense of identity and a closer connection to the history of the great cities of Newark and East Orange [New Jersey]. More specifically, it allowed our scholars to learn more about their own identities by understanding the power of local history."***

### **Shea Richardson**

Assistant principal from the Ubuntu: Young Griots of the Crossroads team, part of the 2023 cohort of the 1619 Education Network



Our other network-building initiatives include the 1619 Afterschool Partnership and the 1619 Education Impact Grant Program:

The 1619 Afterschool Partnership Program engaged 92 educators working in 49 unique organizations across 20 states and the District of Columbia to implement 1619 resources in out-of-school-time programs from 2021 to 2023. Like Network members, Afterschool Program partners have shared their work and resources with public audiences through initiatives like the 1619 Education Conference and written reflections on the Education Materials website.

Our newest program, the 1619 Education Impact Grant, was launched in June 2024. The nine grant recipients, who represent six states and the District of Columbia, will be engaging students and teachers with the content and themes of *The 1619 Project* through strategies that produce collaborative impact beyond the individual classroom level. This cohort of grantees includes career K-12 educators, college professors, nonprofit leaders, and museum directors. Their work is estimated to reach an audience of 13,500 students and teachers through collaborative and innovative community-based projects. Projects include community teach-ins and intergenerational workshops, live performances inspired by local research, curricular resource development for schools and school districts, and art and original research.

***“In preparing and facilitating these activities, I learned how much students are hurting from the exclusionary curriculum they are presented with. They were fired up! ... Being an afterschool program educator, it made me really think about how for some of these students, I may be their only source for connecting with their own history. My students were excited and passionate to learn about a year they had never heard of before ... It was cool to see the eagerness in their eyes to explore the unknown.”***

**Adriana Bland**

1619 Afterschool Partner in New York

# 1619

## the education conference february 17-18, 2024

▲ 2024 1619 Education Conference logo. Designed by Lucy Crelli, Pulitzer Center

Our *1619 Project* Education Conference and other public webinars and professional development (PD) workshops allow the teachers we partner with to present their lessons and classroom impact to other educators. They also bring educators into conversation with the journalists, historians, and artists that collaborated to create The *1619 Project*. Three *1619 Education Conferences* saw over 5,000 educators engaged in 27 PD workshops around Project themes and strategies for engagement. We supported 52 teacher presenters and 17 *1619 Project* contributors through conference events. In addition to conference workshops, our team has facilitated 57 public PD workshops reaching 4,300 teachers as a part of our *1619 Education* programming. Recordings of the workshops, panel discussions, and public events have been viewed on the Pulitzer Center YouTube channel over 17,000 times.

The *1619 Education Materials Collection*, published on our [1619education.org](https://1619education.org) website, serves as a tool for educators to engage with the over 100 curricular resources created by our network of *1619* educator partners and Pulitzer Center staff. Curricular resources include:

A Resource Guide Collection designed by Pulitzer Center staff with reading guides, discussion questions, and extension activities for all Project texts and media resources

Unit and lesson plans designed and taught by *1619 Network* teams, which include all teaching instructions, downloadable worksheets and teaching materials, and student exemplars

The *1619 Project* Law School Initiative Resource Collection, which is made up of five discussion guides developed in partnership with Howard University School of Law and University of Miami School of Law to engage law students in Project themes and resources

A “Tips for Teaching *1619*” page that details and connects the different elements of the *Project* with notes on how we’ve seen educators successfully utilize them in the classroom



Special initiatives were implemented in partnership with key sponsors and supporters like the Mott Foundation/Mizzen Education, Facebook/Meta, and Penguin Random House to create opportunities for youth, young professionals, and pre-service teachers to engage with *Project* themes and resources outside of traditional classrooms. The Pulitzer Center and Meta (formerly Facebook) collaborated in 2021 on a series of resources for Lift Black Voices, a Meta initiative that was designed to respond to conversations and current events happening in Black communities in the United States. The Mott Foundation supported the development of 21 activities and three pro-tips for out-of-school-time programs that were published to the Mizzen app and shared with over 3,500 educators attending the Best Out-of-School Time (BOOST) conferences in 2023 and 2024.

In addition to supporting the development of book guides for the publication of *The 1619 Project: A New Origin Story* and *Born on the Water*, Penguin Random House also collaborated with the Pulitzer Center to connect professors of education with 1619 resources and document their experiences through blogs and public webinars.

Though these programs have unique deliverables and metrics, we've seen them all reach their target goals, and have continued positive impacts on educators, students, and school communities.

A special screening of "JUSTICE," the final episode from the Hulu original *The 1619 Project* docuseries, followed by a special discussion with journalist and 1619 creator Nikole Hannah-Jones, center, and actress Yara Shahidi, left, moderated by the Pulitzer Center's Donnalie Jamnah ▼





*“Awesome best practices being shared that can be replicated in our own school districts. Thank you.”*

**1619 Education Conference participant during the panel discussion “Intergenerational Community Partnerships: Building Networks of Learning and Resistance.”**

Educators from the Audubon Gentilly 2022 Network Team lead elementary school students in an analysis of the poem “August 1619” by Clint Smith III from *The 1619 Project* ▼







Image by S. Jaya Mukherjee, United States, 2022

# EMPOWERED EDUCATORS

- ▲ Journalist and Pulitzer Center grantee Arionne Nettles presents to Chicago educators at a workshop where they explored themes from *The 1619 Project* through an analysis of essays from the original magazine publication of the Project

It is important to us that our educator partners feel resourced and supported while maintaining the ability to be independent and self-directed. The 541 teachers who have participated in our 1619 Education programs completed a combined 5,560 hours of professional development and learning in addition to the time spent in implementation and active practice. Their feedback suggests that even the most veteran teachers are engaging with productive challenges and expanding their skills and content knowledge through our programs. Almost all of our educator program partners, 93%, reported that they will continue to use the resources explored in the program in their classrooms; and 77% of our educator partners say their 1619 program supported their own understanding of United States history. Though 12% of educators saw some resistance or pushback to their work, most were able to find a healthy and productive way to move forward and complete their projects with our support. The remaining 88% of educators in our programs experienced enthusiasm from their communities as a result of the projects they developed with the Pulitzer Center's support.

We've seen our program alumni utilize the grant funds given over the last three years to sustain their curricular projects within their schools and continue presenting to other educators. Teachers have developed new tools for instruction, integrated Project resources into multiple courses in their districts, and rewritten district curriculum that invite other educators into this work of culturally and historically responsive teaching through *The 1619 Project*.

Educators have become Pulitzer Center champions, engaging in other events and programs offered by the Center and encouraging others to participate and apply. Two of our new Information and AI Teacher Advisory Council members are 1619 program alumni, and many Network alumni have joined our teacher fellowship programs and connected journalists to their classrooms through our virtual journalist visit program.

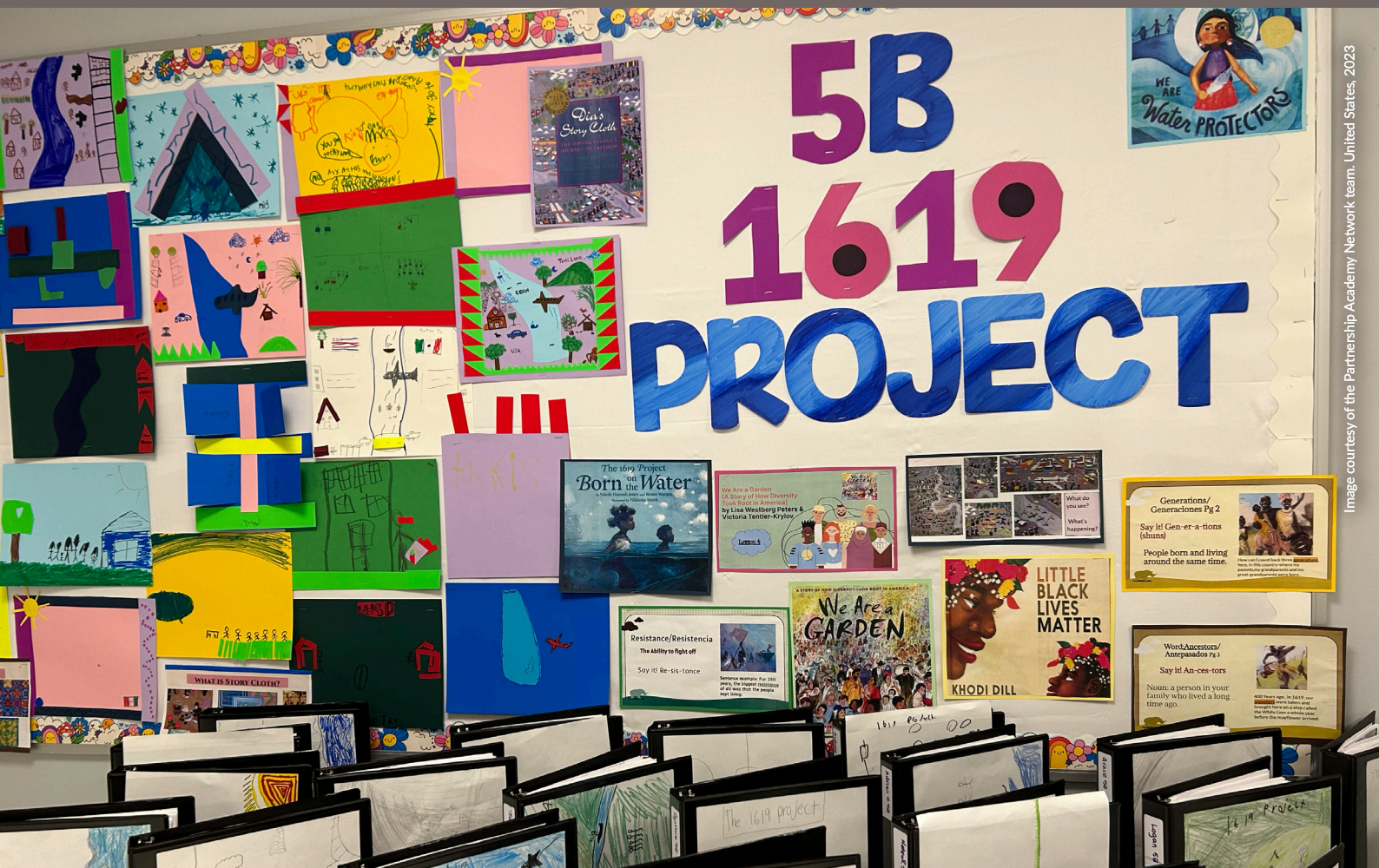


*"It was amazing to see the positive impact it had on teachers who felt so energized to collaborate in this meaningful work! Most of the individuals who chose to participate are our more senior teachers, and it was empowering that they had opportunities to share their creativity, wisdom, and passion for a new topic. It was beautiful to see teachers owning their brilliance and then sharing that to others in our school and Pulitzer communities. We even submitted a proposal to the Minnesota Teachers of English Conference and are presenting in May."*

## Molly Schwaiger

Minnesota principal from the Partnership Academy Team,  
part of the 2023 cohort of the 1619 Education Network

Fifth-grade student work display from the Partnership Academy 2023 Network Cohort Team ▼





# EMPOWERED STUDENTS

- ▲ Students from Lowell Community Charter School, a 2022 1619 Education Network team, mapped significant locations to better understand the Black history in their local community and made their map into a quilt for the school community

Students have remained at the center of our work with educators and other program partners. Our educational materials are framed around four components of a healthy classroom that allow teachers to not only teach 1619, but to do so in ways that are culturally responsive and support students' social emotional learning. Our program partners consistently report that students found their 1619 lessons and units engaging and informative. They saw students develop new understanding of the content and continue to apply the learning from their 1619 lessons to other lessons throughout the school year. Program partners also reported a positive change in their classroom culture and student growth in social emotional learning. Student reflections on their units contained themes of feeling both challenged and empowered as well as wanting to learn more about both local and national histories.

Students have developed visual art and media reflecting their connections to *Project* themes, organized community events, created digital campaigns to share their learning, and embarked on research projects into the histories of Black Americans in their own communities by conducting interviews and engaging with local historical archives. They engaged with critical media literacy skills by analyzing 1619 *Project* resources and other primary sources to write analytical essays, lead socratic seminars, create models for textbook chapters, and write original articles.

Teachers worked with students as young as pre-K to strengthen early literacy skills and engage with *Born on the Water* to talk about stories of home and community. They worked with middle and high school students in courses including English language arts, history, visual art, science, and math. Some worked with pre-service teachers to examine culturally responsive teaching practices, and others worked with adults in carceral facilities to create original theater and research pieces inspired by the *Project*.



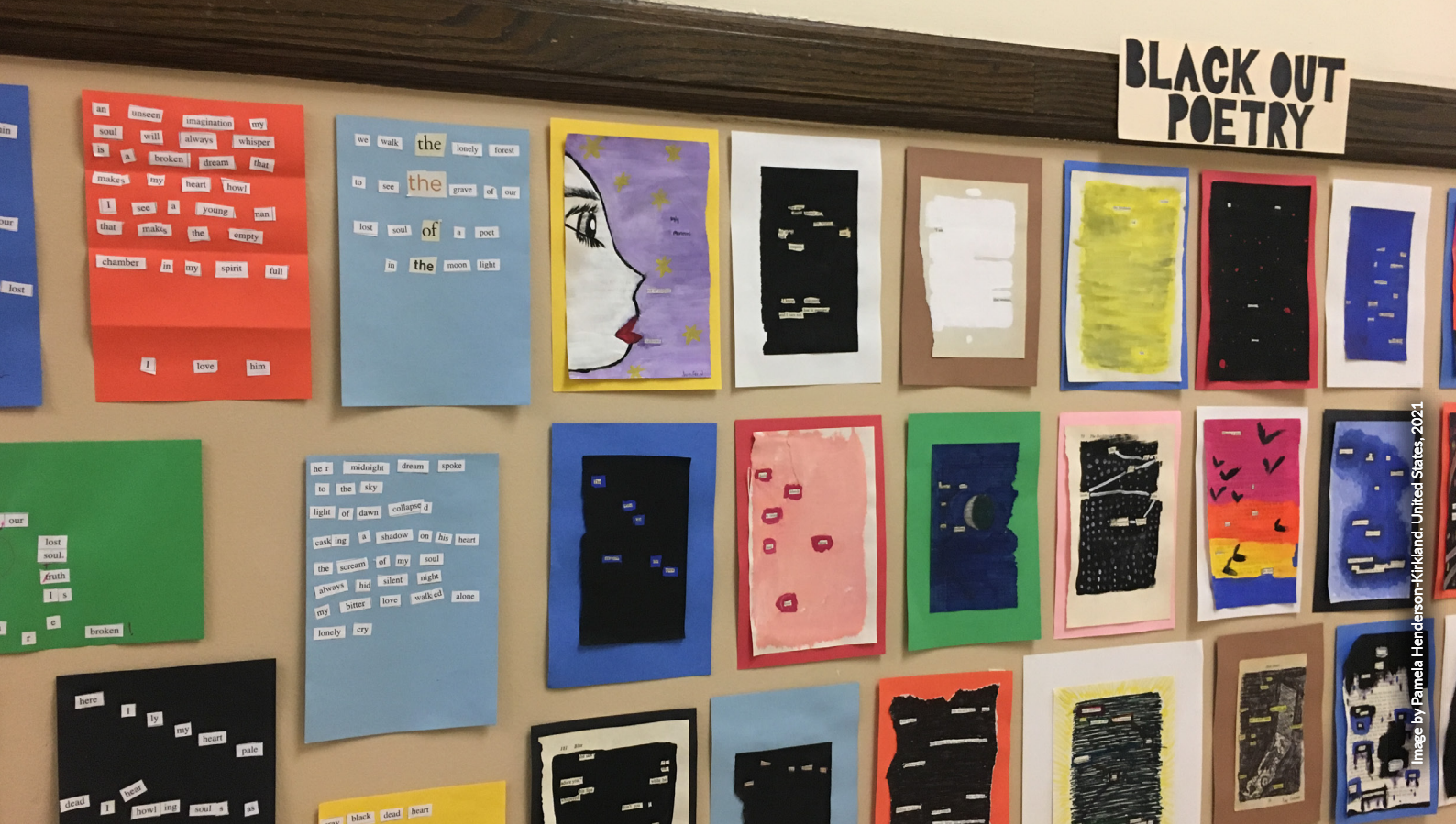


Image by Pamela Henderson-Kirkland, United States, 2021

- ▲ Students at R.J. Reynolds High School in Winston-Salem, North Carolina, created blackout poetry to reflect their analysis of texts from *The 1619 Project*. These poems were inspired by the blackout poem by Reginald Dwayne Betts for the original print magazine of *The 1619 Project* utilizing text from the Fugitive Slave Act of 1793

1619 Education Network cohort member Charles Sanderson and his students present a lesson from their unit to administrators and district leaders at the Oregon Association of Latino Administrators Conference ▼



Image courtesy of Charles Sanderson, United States, 2023



***"The 1619 Project for everyone, including myself, was a sight into the truth. A lot of this history is hidden, banned, or erased, and that's exactly why it's so important that we learn this history. Students are learning the truer history of America. 1619 isn't a whitewashed or diluted book; it's the full detail with nothing hidden. Learning this history helped me connect the dots with a lot of things."***

**Reflection by a high school English language arts student in Woodburn, Oregon, at the end of a unit created as part of The 1619 Education Network**

---

***"By slowing down to reflect on one's positionality and considering how a decision may affect students (and specifically minoritized students), we combat automatic decision making. The automatic decisions that administrators make are the result of a long history of slavery and injustice in higher education, and on a broader scale, American society."***

**JH, a student from Montclair State University who engaged with the unit "HBCUs Matter" as part of a Higher Education Leadership, Supervision, and Management course in fall 2023, reflects on connections between coursework and the essay "The Idea of America" by Nikole Hannah-Jones**



***“The 1619 Teacher Resources have had a profoundly positive impact on my students here in South Central LA. These invaluable resources have not only broadened our understanding of American history but have also ignited a passion for critical thinking and engaging with complex historical narratives. Through the thoughtfully designed materials, my students have been able to explore the rich tapestry of African American history and its deep roots in the American experience. The 1619 resources have encouraged open dialogue, fostering an environment where students feel comfortable discussing challenging topics related to race, slavery, and social justice. This has empowered them to develop empathy, think critically, and engage in conversations that extend far beyond the classroom. I've witnessed a remarkable transformation in their perspective on history and their own roles as active citizens, and I attribute this positive change to the impactful 1619 Teacher Resources.”***

**| Reflection by audience survey respondent, Jocelyn Aguilera**



# SUSTAINED IMPACT

Image by Mary Haddad, United States, 2022

- ▲ Elementary visual art students in Chicago, IL apply their analysis of themes and resources from "The 1619 Project" to creating original art embedded in history books in spring 2023 as part of the 1619 Network unit, "Reconstructing American History: Creating Altered Books."

The work done through our 1619 Education programs was always meant to expand beyond the classroom and workshop spaces to ultimately reach participants' wider communities. We know that our reach extends even beyond the 8,000 educators who have responded to surveys about the Education Materials Collection and the 1.9 million users who have viewed the materials online. Our 1619 program partners work in all levels and areas of education. Half are working in K-12 schools, 9% are K-12 district administrators, 10% are working in colleges and universities, 24% work in afterschool programs, and 7% are professionals in community organizations or nonprofits. These educators are leaders in and outside classrooms, sharing their program experience with their broader learning communities. Their impact reaches from the individual classroom level to the public and institutional level. Our data shows that we are reaching audiences in all 50 states and D.C.

The many invitations we and our program participants have received to present in academic and district-level professional development spaces show an increased trust in how our programs and resources align with proven pedagogical practices, as does our continued partnerships with organizations like Zinn Education Project and the National Association for Media Literacy Education (NAMLE). We've done 58 1619 PDs for external partners, reaching over 6,000 teachers. We find each time that there are teachers hoping to know more and dive deeper into the work.

Educators familiar with our 1619 programs and resources are incorporating the materials into their yearly curriculum plans. We have received feedback from educators and organization leaders who are citing our lessons and resources in their own research and publications. Even educators not yet utilizing the materials in the classroom are using them as tools to inform their own pedagogy and lesson development. Pulitzer Center staff and partner educators have presented to faculty and students in graduate education, history, and law programs at universities including New York University's Steinhardt's Department of Teaching and Learning, University of Pennsylvania's Department of History, and Arizona State University's Center for the Study of Race and Democracy. Some teachers who face legal barriers to teaching this content in their classrooms are using our resources and partnering with us to do their own engagement with *The 1619 Project* while sharing their stories in learning communities. One such Network team, the Stories of Teaching in the Deep South team, included a cohort of educators in Georgia engaging with 1619 together as learners. Teachers in the 1619 Education Network program also had the opportunity to engage in PD around tracking and understanding education censorship laws and cybersecurity/anti-doxxing led by organizational partner PEN America. Our work in this human rights and racial justice focus area over the last five years has demonstrated the continued interest in the kinds of multidisciplinary spaces for learning and professional development curated by our Pulitzer Center engagement teams.

As we look ahead and consider how to sustain the work that has been done and continue engaging a diversity of education audiences, we are eager to see the ways our 1619 Education Impact grantees will engage in community-centered approaches to understanding *The 1619 Project*, extending the reach of the Project both within and beyond classrooms through new models for authentic, intergenerational learning.

After five years of teaching 1619 to and with educators, what is most clear to us is that the Project will continue to have relevance and utility in the classroom. Teachers have also seen the Project resources lead to engagement, connection, shared empathy, and joy in their classrooms. We have built a highly engaged audience and network who continue to demonstrate their eagerness to engage with *The 1619 Project* and other racial justice reporting projects. *The 1619 Project* has been one of the tools educators and students in the United States have used to process and understand the major historical events that have taken place in the last five years, and we know they will continue to do so for the next five. The Pulitzer Center is playing a critical role in helping to ensure that engagement is both developmentally appropriate and given adequate depth. We've curated resources and experiences that have been undeniably useful to educators and students seeking to better understand and positively impact their communities. Our program models for this work promote active engagement with journalism and lead to sustainable change.

**Thank you to our active partners and sponsors for this critical work.  
We hope that you will continue to support our work and that others will join.**



# Addendum to

---

## Five Years of Teaching 1619

### Report References and Additional Resources

#### ***The 1619 Project***

*The 1619 Project on The New York Times Magazine Website:* a dynamic way to interact with the original magazine issue

*The 1619 Project Books:* Three book expansions to *The 1619 Project* that continue the work of reframing American history and placing slavery and its continuing legacy at the center of our national narrative

*1619 Podcast:* An audio series on how slavery has transformed America, connecting past and present through the oldest form of storytelling

*The 1619 Project Docuseries:* An Emmy-winning, six-part documentary series based on the groundbreaking *New York Times* essays, podcast, and award-winning book

#### **Pulitzer Center Education Resources**

*1619 Education Materials Collection Website:* An education portal, featuring unit plans, curricular materials, and testimonials from educators across the country who are utilizing *The 1619 Project* in their classrooms.

*The 1619 Project Reading Guides:* This resource includes quotes, key terms/names/historical events, and guiding questions for each of the essays and creative works that compose the original magazine issue of *The 1619 Project*.

*The 1619 Project Resource Guide Collection:* designed by Pulitzer Center staff with reading guides, discussion questions, and extension activities for all Project texts and media resources

*The 1619 Project Law School Initiative Resource Collection:* five discussion guides developed in partnership with Howard University School of Law and the University of Miami School of Law to engage law students in Project themes and resources

*“Teaching 1619” Webpage,* which details and connects the different elements of the Project with notes on how we’ve seen educators successfully utilize them in the classroom

*1619 Website Curricular Resources Library:* lessons and units designed by 1619 education partners, which include all teaching instructions, downloadable worksheets and teaching materials, and student exemplars

*Introducing Our 1619 Education Impact Grantees*

*Buffalo Public Schools’ 1619 Curriculum*

[Penguin Random House K-12 Curriculum Guide to the 1619 Project Books](#): A comprehensive guide to *The 1619 Project: A New Origin Story* and *Born on the Water*

[Lift Black Voices](#), a Meta initiative that was designed to respond to conversations and current events happening in the Black community in the United States.

[1619 Out-of-School-Time Resources](#) designed by Pulitzer Center staff for [Mizzen Education](#)

[Pulitzer Center Teacher Fellowship Program](#)

[Pulitzer Center K-12 Virtual Journalist Visit Program](#)

## 1619 Program Impact and Recognition

[American Historical Association Report on the Landscape of U.S. History Education](#)

[Bringing \*The 1619 Project\* to Philadelphia School District](#), by Abigail Henry

[Cult of Pedagogy's 6 Ed Tech Tools to Try in 2023](#)

[The 1619 Project Webby Award](#)

[Using \*The 1619 Project\* Books to Discuss Dominant and Counter Narratives](#)

[Identity Resource Screening Tool](#), by Noncy Fields and Julie Emra

## Additional Resources

[PEN America's Educational Censorship Report](#)

[National Association for Media Literacy Education \(NAMLE\) Website](#)

[Zinn Education Project's Teach Truth Day of Action 2024](#)

[University at Buffalo Center for K-12 Black History and Racial Literacy Education Website](#)