

## Comment from Pulitzer Center

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From the moment it was published in *The New York Times Magazine* in August 2019, *The 1619 Project* was a national sensation among educators. From individual classroom teachers in all 50 states to school district executives in Chicago and elsewhere, educators seized on the project and the Pulitzer Center's curricular resources. It was clear to us right away that the project's frank discussion of the role of slavery in the history of the United States provided a perspective that resonated with educators across grade levels in diverse geographical regions and demographic makeups.

In the nearly two years since, a national reckoning on race sparked by horrific acts of police brutality against Black Americans has made *The 1619 Project* and related works all the more relevant.

Throughout that time, it has been an honor for the Pulitzer Center to serve as lead education partner for the project. We designed our first set of curricular materials to support an inquiry-based exploration of the magazine and broadsheet, with suggested activities to extend student engagement. And from the beginning, we were eager to work with others to adapt and modify the materials to complement existing curricula—to see what could be done with the project in real classrooms at a national scale.

The launch in February of *The 1619 Project* Education Network represented the culmination of more than a year of communicating with teachers and education policymakers, who asked for a community of practice around *1619* and complementary texts. And we, in turn, knew we would learn much by working closely with teams using the resources in diverse ways. Our first cohort includes representatives from 22 states and three carceral facilities. They serve students in elementary through 12th grade. Rural and urban. Large schools and small.

In the fall, these teams will be teaching the units they develop over the summer. We'll be there, supporting them, documenting the learning, and sharing the finished curricular resources on a new platform for others to use and adapt. Next winter, we welcome a new cohort and the process begins again. We see this as a virtuous cycle that will evolve and grow exponentially. And we think it has the potential to contribute to a more truthful, more inclusive sense of what it means today to be an American, and what it can mean going forward.