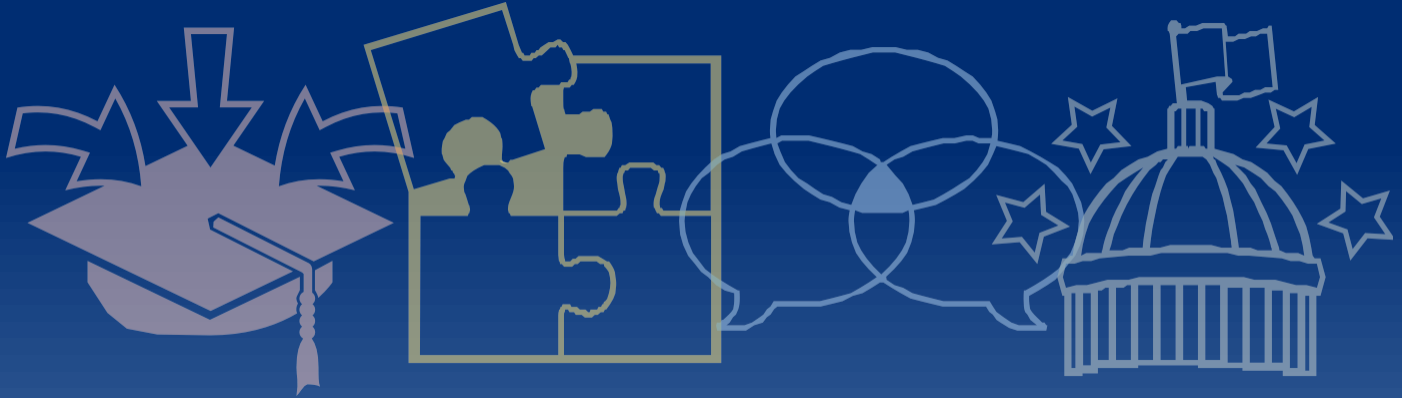




JOHNS HOPKINS
SCHOOL of EDUCATION

Institute for Education Policy



Social Studies Knowledge Map™

The 1619 Project

*A unique analytic resource enabling
policymakers, school leaders, and parents to
better understand the strengths and weaknesses
of The 1619 Project materials.*

Summer 2021



The Johns Hopkins Institute for Education Policy designed the Knowledge Map™ as a unique analysis of the knowledge build provided by different curricula. Why? The academic achievement gap between low- and high-income students is, in large part, a knowledge gap. Research indicates that many pluralistic democracies require all schools to teach a standard body of knowledge;ⁱ a comprehensive, content-rich curriculum is a signature feature of high-performing systems.ⁱⁱ

Despite the research record, a majority of the United States' curricula sideline the acquisition of deep content, and instead, focus on the process of honing abstract skills. Furthermore, we know from the political science literature that students need to practice the skill of civil disagreementⁱⁱⁱ - a routine that is unfortunately rare in the United States' classrooms.^{iv} A well-designed social studies curriculum can encourage both knowledge building and the habit of civil disagreement.

The Institute's Social Studies Knowledge Map™ allows us to analyze a K-12 social studies curriculum in terms of the knowledge it helps students learn and apply. We conduct this analysis by "mapping" the knowledge domains that are implicit in the selection of the sources and texts that are discussed. This mapping enables policymakers to see not only the domains of knowledge that are opened up in the curriculum – and others that are missed – but also to what degree, and over what grade span. We also assess whether a given unit includes more than one perspective, and whether the teacher-facing materials encourage deliberation and disagreement. This is a one-of-a-kind instrument.

Knowledge Map Methodology

- The Institute maps all items in the evaluated grades on three initial dimensions and at different grain sizes of coverage. For example, a letter by abolitionist Thomas Garrett about Harriet Tubman would be categorized like so:
 - **Domain:** U.S. History to 1865
 - **Topic:** Slavery/Abolition
 - **Subtopics:** Harriet Tubman; Underground Railroad
- The Institute evaluates the quality of every student-facing resource both individually and in the broader context of the unit.
- The Institute constructs a vertical mapping of the knowledge domains at each level, first by grade and then across multiple grades.
- The Institute creates a coverage report that visually illustrates the depth of emphasis a given domain receives across the grades.
- The Institute evaluates each unit for its presentation of distinctive viewpoints and for the presence of teacher-facing instructions that support a deliberative classroom (referred to as 'Open Classroom Climate').
- [View a sample report of a de-identified district's K-12 curriculum.](#)

NOTE: The typical analysis and reports produced by a Social Studies Knowledge Map™ review are not possible for The 1619 Project. This report will explain why and provide a modified analysis, findings and recommendations for The 1619 Project as an educational resource.

Project Description

The 1619 Project, directed by Nikole Hannah-Jones and published by *The New York Times*, is a multimedia, journalistic project first published in August 2019 - the 400th anniversary of the first arrival of enslaved Africans in the American colonies. Using essays, poetry, and photographs, the project aims to reframe the history of the United States around the institution of slavery. The project's materials address both the direct consequences of the slave trade and its lasting impacts on American society today.

The 1619 Project materials have been edited multiple times since its original release and at the time of the Institute's analysis in late September 2020, the project included 42 distinct resources – all of which were composed specifically for the project. Those available today may differ slightly the 42 used in this analysis.

The Institute analyzed The 1619 Project as a single-unit set of materials. In addition to the Institute's team, five additional teacher experts with extensive curriculum expertise evaluated each resource individually and assessed their cumulative impact as a whole.

The review led to three key questions and answers analyzing The 1619 Project from an educational materials perspective:

1. Is The 1619 Project a "curriculum?"
2. Can – and should - The 1619 Project be used in the classroom? If so, how?
3. What are the top strengths and weaknesses of The 1619 Project as educational material?

Is The 1619 Project an Educational Curriculum?

We agree with the Project’s architects that “no aspect of the country that would be formed here has been untouched by the years of slavery that followed.”^v The murder of George Floyd and the resulting protests across the country during Spring and Summer 2020 brought this unhealed wound into relief and highlighted the systemic racism still present in the United States.

While The 1619 Project provides thoughtful resources that fill in critical gaps in many of the country’s K-12 social studies curricula, The 1619 Project is clearly not a curriculum. Curriculum is defined as “the lead set of materials teachers use to deliver content to students in a given subject area.”^{vi}

This may seem like splitting hairs, but in the real world of K-12 schooling, it matters a great deal how material is defined, because definition causes use. A “curriculum” tells teachers that they have in their hands a specific course of study designed to span one instructional year (e.g., a one-year civics course) or many years (e.g., the materials adopted by a state department of education for Grades K-5), including student- and teacher-facing materials and assessments.^{vii}

The 42 resources that make up The 1619 Project and the lesson plans and discussion questions provided by the Pulitzer Center do not amount to a curriculum; **there simply aren’t enough materials to occupy even one grade of instruction.**^{viii} Additionally, a carefully designed social studies curriculum, and even a single social studies unit, includes copious primary sources. The 1619 Project does not. As such, the unit should be considered supplemental materials that should not be studied in isolation.

We support The 1619 Project’s call to attend, single-mindedly, to the malignant consequences of slavery in America’s past and present. A racial lens on American institutions is appropriate; public repentance and redress, necessary.^{ix}

But the burden on a curriculum generally, and a social studies curriculum in particular, is to provide multiple viewpoints on important issues. That the enslavement of black Americans forms the *single predicate of this country’s history and culture* should be debated, in the classroom, on the same basis as any other structuralist framework.^x

Put differently, it may be defensible to argue that a monistic view constitutes the moral imperative as a corrective to a blinkered past. However, in the longer run, social studies teachers are called to cultivate both powerful insights and epistemological humility in the young citizens in their care. If formal historical training provides anything, it is a refusal to deliver the “final word” or to proclaim the solitary cause of social institutions and human events.

This is the sober yet engaging work of historical analysis and judgment. As Talmudic scholars engage multiple perspectives on a single passage, a social studies teacher can **help students wrestle with multiple perspectives. Here, too, we find that The 1619 Project cannot stand on its own.**

Should The 1619 Project be used in the classroom? If so, how?

The Institute receives requests weekly and often daily from schools and school systems of all types – district, charter, and private – for guidance on what constitutes culturally-relevant materials; how to ensure representation in both authorship and storyline; and what constitutes rigorous, culturally-affirming pedagogy.^{xi} To this end, **the individual resources of The 1619 Project make a necessary and timely contribution. However, the framework of The 1619 Project requires clear qualifications and balancing materials from diverse perspectives when used in a real-world classroom.**

Why? Because the unit provides a monistic framework for American history: that the enslavement of human beings was and remains the conceptual and practical prime mover behind all U.S. institutions – legal, financial, ethical, medical, and literary. The result is an important but highly restricted view of the nation’s history.

In narrowing the motivations of the nation’s white population to a singular intent, The 1619 Project’s framework is reminiscent of the structuralist meta-narratives of Marxist or feminist structuralism, to wit: there is only one controlling force that underlies and thus ultimately explains the totality of individual and collective human behavior.^{xii} The 1619 Project thus reflects both the inherent strengths and weaknesses of other structuralist accounts.

The most important strength of monistic frameworks is their explanatory and rhetorical force. Causation is clear; suffering can be named, understood, and eventually overcome.^{xiii} The 1619 Project – particularly in its initial iteration – reflects this clarity. The Project also shares affiliate weaknesses with other structuralist accounts, namely, their reductionism and ambivalence - if not outright disdain - for individual human agency.

Many of the nation’s academic historians homed in on the reductionism and resulting omissions. See, for instance, Victoria Bynum’s interview with the World Socialist Website in October 2019 in which she challenges the timelines and claims presented in The 1619 Project with countervailing research. One example, for instance, notes that, “The military, county and family records left by Unionist families in North Carolina, Mississippi and Texas reveals a class-based yeoman ideology grounded in republican principles of representative government, civic duty and economic independence.... [and] at the very least connected slavery to their own economic plight in the Civil War era.”^{xiv}

Two Ways to Include The 1619 Project in the Classroom

ONE: Combine with Related Materials

The way to thicken up the Project's narrative in the classroom is not onerous. One can imagine, for instance, placing Khalil Gibran Muhammad's exquisite *Sugar* in conversation with articles on the Quakers' boycott of sugar,^{xv} and even contrasting the successful campaign in England that ended the slave trade in 1807^{xvi} with the inability of abolitionists in the United States to do so through nonviolent means. Such discussions have the benefit of reminding students of the role of human agency in social movements.

TWO: Study the Controversy Surrounding The 1619 Project

Students could study the controversy that attended the project's original release (August 2019) in its own right. The unit immediately faced public critique from academic historians, five of whom, in a *Letter to the Editor* in December 2019, highlighted specific, factual inaccuracies, key omissions, and journalistic hyperbole. The Project's editor, Jake Silverstein, defended *The Times'* methods^{xvii} - but amended some of the language.^{xviii} One of *The Times'* own, Bret Stephens, commented on the substantial edits that had been made *without comment* between August 2019 and October 2020 – edits that substantially softened the tone and nuanced its claims.^{xix}

This well-documented controversy raises critical questions about the proper boundary between journalism and academic history, and between ideology and the practices that come from historical training.^{xx} The Project's trajectory includes fierce exchanges on Twitter, public commentary by the professoriate, and prominent accolades – including a Pulitzer Prize.^{xxi} Researching this process, and analyzing the merits and results of various claims, would prove interesting to students in 11th or 12th grade.

What are the top educational strengths and weaknesses of The 1619 Project?

We turn now to a fine-grained analysis of the Project's resources to answer this question, based on the Institute's Social Studies Knowledge Map™. Although the previous questions and answers were informed by this work as well, here we will highlight three findings based on detailed analysis of the individual resources themselves.

As stated previously, the Institute reviewed the materials that comprise The 1619 Project in late September 2020. The Institute evaluated each resource individually and their cumulative impact as a whole. For the purpose of this analysis, 42 resources analyzed are divided into the following categories (with their quantities):

- Editorials (7)
- Poems (9)
- Short Stories (8)
- Journalistic Essays (7)
- Articles by Academics (9)
- Photographic Essay (1)
- Painting (1)

Keep in mind, since the initial release, The 1619 Project materials have been edited multiple times and those included today may differ from those analyzed. The following strengths and weaknesses represent the assessment in the aggregate of our expert reviewers. The typical reports that the Institute produces at the end of a Knowledge Map™ review are not possible for The 1619 Project, given its modest number of sources (42) and uniform perspective.

The key strengths of The 1619 Project are often, simultaneously, its most obvious limitations. We thus address both, in each point below. All three highlights reinforce the pedagogical point that instructors will need to follow one of the two strategies we suggest above: use the unit alongside units that present alternative viewpoints to that offered by The 1619 Project, or study the controversy itself in depth. Either strategy would bolster the development of students' historical skills and political judgment.

Finding 1

First, the most compelling strength of The 1619 Project is the fulfillment of its clear goal, which is to provide a new conceptual framework for American history. That conceptual lens is the centrality of slavery before, during, and after the nation's founding, and its presence or legacy in contemporary life. The 1619 Project's materials thoroughly reinforce this conceptual framework; indeed, the pieces were authored specifically for this purpose. One reviewer noted that it's important to face "the constant reminders of just how close,

generationally speaking, our country is from slavery. [This unit] creates a real 'wake-up call' for white Americans." Another commented that the unit provided "a strong overview of the African-American experience in the United States....hard history can be difficult to teach, but it is necessary."

This strength leads to a concurrent weakness, namely the unit's lack of dissenting or even affiliate voices. As one reviewer put it, "Many other perspectives, such as those of settlers seeking religious liberty, Native Americans, abolitionists, and other groups are not present." *This is no small lapse that can be remedied but rather, inherent in the Project's design.* We are particularly struck by the ethical problems that follow from acknowledging the suffering of African-Americans but not that of Native Americans.

Finding 2

Second, most of the materials are strikingly well written. Our reviewers commended the "clarity" of the essays, the "variety of articles, poems, short stories, photos, and editorials," and the capacity of the unit to "evoke outrage and sadness." Indeed, the aggregate quality score of The 1619 Project was 84.6%, placing it well within the Institute's "high-quality" range.

Title	Author	Aggregate Quality Rating	Material Type
<i>1619. (Introduction)</i>	The New York Times	83.33%	Essay
<i>16th Street Baptist Church Bombing, Poem One</i>	Rita Dove	78.16%	Poem
<i>16th Street Baptist Church Bombing, Poem Two</i>	Camille T. Dungy	87.36%	Poem
<i>A Broken Health Care System</i>	Jeneen Interlandi	88.10%	Essay
<i>American Popular Music</i>	Wesley Morris	84.31%	Op Ed
<i>Black Seminoles</i>	Tyehimba Jess	85.06%	Poem
<i>Capitalism</i>	Matthew Desmond	91.67%	Academic Article
<i>Chained Migration: How Slavery Made Its Way West</i>	Tiya Miles	89.29%	Academic Article
<i>Crispus Attucks</i>	Yusef Komunyakaa	89.76%	Poem
<i>Emancipation Proclamation of 1863</i>	Darryl Pinckney	78.57%	Short Story
<i>Fabric of Modernity</i>	Mehrsa Baradaran	84.52%	Academic Article
<i>Fugitive Slave Act of 1793: Blackout Poem</i>	Reginald Dwayne Betts	78.16%	Poem
<i>Gabriel's Rebellion</i>	Barry Jenkins	83.33%	Short Story
<i>Good As Gold</i>	Mehrsa Baradaran	85.71%	Academic Article

Title	Author	Aggregate Quality Rating	Material Type
<i>Hope</i>	Nikole Hannah-Jones, Wadzanai Mhute, and Djeneba Aduayom	85.56%	Op Ed
<i>Jesse Jackson's 'Rainbow Coalition' Speech</i>	Kiese Laymon	77.38%	Short Story
<i>Lynching Scene, Dallas, March 3, 1910</i>	The New York Times	84.76%	Photograph
<i>Mass Incarceration</i>	Bryan Stevenson	91.18%	Op Ed
<i>Medical Inequality</i>	Linda Villarosa	89.29%	Journalistic Essay
<i>Mortgaging the Future</i>	Mehrsa Baradaran	86.90%	Academic Article
<i>Municipal Bonds: How Slavery Built Wallstreet`</i>	Tiya Miles	84.52%	Academic Article
<i>New Orleans Massacre of 1866</i>	ZZ Packer	75.00%	Short Story
<i>No. 1: Slavery, Power, and the Human Cost (1455-1775)</i>	Mary Elliott and Jazmine Hughes	91.95%	Journalistic Essay
<i>No. 2: The Limits of Freedom (1776-1808)</i>	Mary Elliott and Jazmine Hughes	86.21%	Journalistic Essay
<i>No. 3: A Slave Nation Fights for Freedom (1809-1865)</i>	Mary Elliott and Jazmine Hughes	89.66%	Journalistic Essay
<i>Pecan Pioneer: The Enslaved Man Who Cultivated the South's Favorite Nut</i>	Tiya Miles	77.38%	Academic Article
<i>Phillis Wheatley</i>	Eve L. Ewing	87.36%	Poem
<i>Sgt. Isaac Woodard</i>	Jacqueline Woodson	83.33%	Short Story
<i>Shadow of the Past</i>	Anne C. Bailey and Dannielle Bowman	83.33%	Editorial
<i>Sugar</i>	Khalil Gibran Muhammad	92.86%	Academic Article
<i>Superdome After Hurricane Katrina</i>	Clint Smith	78.16%	Poem
<i>The Act Prohibiting Importation of Slaves</i>	Jesmyn Ward	88.10%	Short Story
<i>The Birth of Hip-Hop</i>	Lynn Nottage	72.31%	Short Story
<i>The Black Panther Party</i>	Joshua Bennett	81.11%	Poem
<i>The First Colored Senator and Representatives</i>	Currier & Ives	77.14%	Painting
<i>The Idea of America</i>	Nikole Hannah-Jones	93.33%	Op Ed
<i>The Middle Passage</i>	Clint Smith	87.36%	Poem
<i>The Tuskegee Syphilis Experiment</i>	Yaa Gyasi	78.57%	Short Story
<i>The Wealth Gap</i>	Trymaine Lee	85.71%	Journalistic Essay
<i>Traffic</i>	Kevin M. Kruse	84.52%	Academic Article
<i>Undemocratic Democracy</i>	Jamelle Bouie	84.52%	Journalistic Essay
<i>Why Can't We Teach This?</i>	Nikita Stewart	87.50%	Op Ed

However, all reviewers noted the lack of primary source documents and the brevity of the historical pieces as signature weaknesses of the materials as a whole. For instance, scholarly pieces such as “Good as Gold” and “Fabric of Modernity” occupy less than a page; more detailed academic elaboration would “heighten the impact.” One reviewer noted in particular the reliance on contemporary journalists and creative writers to weigh in on historical events as potentially counterproductive to students’ long-term historical judgement. We agree.

Finding 3

Third, and finally, the unit offers a tight alignment of materials around the core theme, that slavery has been central to the American experience. At the 30,000-foot level, the project’s 42 resources address the personal and institutional consequences of slavery in several core domains of knowledge, such as Civics & Government, Economics, Sociology, US History To 1865, and US History Since 1865. **However, beyond the unifying theme, the resources offer suggestive touchpoints rather than clear connections.**

For instance, Linda Villarosa’s discussion of medical inequality and Wesley Morris’s essay on American popular music share connections with the Project’s materials. This helps students develop a deeper understanding of one of the Project’s central points: that the effects of slavery remain visible to this day. On the other hand, Kevin M. Kruse’s report on traffic, while a strong piece, raises topics that do not appear elsewhere. Classroom teachers may need to undertake some preparatory background reading, and to draw on The 1619 Project’s guiding questions, in such instances.

CONCLUSION

The 1619 Project offers a strong contribution to the nation’s social studies classrooms. It presents the evils of the United States’ early reliance on human enslavement and the persistence of slavery’s effects through a set of high-quality resources crafted to that end. The Project’s mission and impact are timely, given our nation’s heightened awareness of the structures and movements that continue to oppress the country’s non-white citizens. **At the same time, the Project’s monistic approach requires instructional strategies that complexify its account, provide important historical qualifications, and attend to the vital role of human agency in pushing against entrenched social forces.**

The young citizens in our classrooms deserve nothing less.

Learn More

This report is one of five Social Studies Knowledge Map™ reports released in Summer 2021 by the Johns Hopkins Institute for Education Policy. The release of these reports was accompanied by a Findings Brief, outlining the overarching themes across all social studies curricula analyzed. View the other Social Studies Knowledge Map™ reports and learn more about the importance of high-quality curriculum at edpolicy.education.jhu.edu.

About the Institute

The Johns Hopkins University Institute for Education Policy is dedicated to integrating research, policy, and practice to achieve educational excellence for all of America's students. Specifically, we connect research to the policies and practices that will ensure all children have access to intellectually challenging curricula, highly-effective educators, and school models that meet students' diverse needs. By delivering the strongest evidence to the policymakers who set the course and the practitioners who teach and lead, we hope to serve the American children who enter our classrooms every day.

About The 1619 Project

The 1619 Project is an ongoing initiative from The New York Times Magazine that began in August 2019, the 400th anniversary of the beginning of American slavery. It aims to reframe the country's history by placing the consequences of slavery and the contributions of black Americans at the very center of our national narrative.

ⁱ Ashley Berner, “Funding Schools,” in *Balancing Freedom, Autonomy, and Accountability in Education*, ed. Charles Glenn and Jan De Groof, vol. 1 (Tilburg: Wolf Legal Publishers, 2012), 115–29. E. D. Hirsch, *The Knowledge Deficit: Closing the Shocking Education Gap for American Children* (Boston: Houghton Mifflin, 2016).

ⁱⁱ Common Core, “Why We’re behind: What Top Nations Teach Their Students but We Don’t.” (Washington, D.C.: Common Core, 2009). Amy von Heyking, “Alberta, Canada: How Curriculum and Assessments Work in a Plural School System” (Baltimore, MD: Johns Hopkins Institute for Education Policy, June 2019),

<https://jscholarship.library.jhu.edu/bitstream/handle/1774.2/62962/alberta-brief.pdf?sequence=1&isAllowed=y>

ⁱⁱⁱ David E Campbell, “Voice in the Classroom: How an Open Classroom Climate Fosters Political Engagement Among Adolescents,” *Political Behavior* 30, no. 4 (2008): 437–54.

^{iv} Robert Kunzman, *Grappling with the Good: Talking about Religion and Morality in Public Schools* (Albany: State University of New York Press, 2006); Katherine G Simon, *Moral Questions in the Classroom: How to Get Kids to Think Deeply about Real Life and Their Schoolwork* (New Haven: Yale University Press, 2001).

^v Editors, “Introduction: The 1619 Project,” *The New York Times*, August 14, 2019, sec. Magazine.

^{vi} David M. Steiner et al., “StandardsWork: A Narrative Research Review,” Center for Research and Reform in Education; Institute for Education Policy (Baltimore, MD: Johns Hopkins University, January 2017).

^{vii} Tim Oates, “‘So Who Says That a 12 Year-Old Should Learn That?’ Confused Issues of Knowledge and Authority in Curriculum Thinking,” in *Knowledge and the Curriculum: A Collection of Essays to Accompany E.D. Hirsch’s Lecture at Policy Exchange*, ed. Jonathan Simons and Natasha Porter (London, UK: Policy Exchange, 2015), 64–75, <https://policyexchange.org.uk/publication/knowledge-and-the-curriculum-a-collection-of-essays-to-accompany-e-d-hirschs-lecture-at-policy-exchange/>. This definition does not include the “untaught” or “tacit” curriculum.

^{viii} By way of comparison, two publicly accessible, one-year civics courses include 192 and 533 student resources; the eleventh-grade social studies curricula of two large urban districts, 156 and 305 respectively; a highly successful charter school’s 8th grade curriculum, 371; and a widely-used publisher’s 8th-grade curriculum, 181 student resources.

^{ix} And we agree with *The New York Times*’ assessment of the now-disbanded 1776 Commission; it is not to be taken seriously. Michael Crowley and Jennifer Schuessler, “Trump’s 1776 Commission Critiques Liberalism in Report Derided by Historians,” *The New York Times*, January 19, 2021, sec. U.S.

^x Indeed, in March 2020 the Project’s editor commented about the reductionistic approach. Jake Silverstein, “An Update to the 1619 Project,” *The New York Times*, March 11, 2020.

^{xi} Chiefs for Change, a national membership organization for superintendents and commissioners of education, issued a report on this subject based on our collaboration in Baltimore City Public School System. Chiefs for Change, “Honoring Origins and Helping Students Succeed: The Case for Cultural Relevance in High-Quality Instructional Materials” (Washington, D.C.: Chiefs for Change, February 2019), <https://chiefsforchange.org/wp-content/uploads/2019/02/CFC-HonoringOrigins-FINAL.pdf>.

^{xii} Kenneth R Minogue, *Alien Powers: The Pure Theory of Ideology* (New York: St. Martin’s Press, 1985).

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As

Minogue points out, structuralism is shot through with eschatology.

^{xiv} Eric London, “Historian Victoria Bynum on the Inaccuracies of the New York Times 1619 Project,” *World Socialist Web Site* (blog), October 30, 2019.

^{xv} Willy Blackmor, “The Boycott’s Abolitionist Roots | The Nation,” *The Nation* (blog), August 14, 2019, <https://www.thenation.com/article/archive/boycott-sugar-slavery-bds/>; Calvin Schermerhorn, “How Abolitionists Fought—and Lost—the Battle with America’s Sweet Tooth,” *What It Means to Be American: A Conversation by the Smithsonian and Arizona State University* (blog), March 10, 2017, <https://www.whatitmeanstobeamerican.org/ideas/how-abolitionists-fought-and-lost-the-battle-with-americas-sweet-tooth/>.

^{xvi} Editors of the Encyclopedia Britannica, “William Wilberforce | Biography, Achievements, & Facts,” Encyclopedia Britannica, January 2021.

^{xvii} Five Historians and Editor, “Letter to the Editor and Editorial Response Re The 1619 Project,” *The New York Times*, December 20, 2019, sec. Letters to the Editor.

^{xviii} Victoria Bynum, “A Historian’s Critique of the 1619 Project,” *World Socialist Website* (blog), December 22, 2019, <https://www.wsws.org/en/articles/2019/12/21/bynu-d22.html>; Silverstein, “An Update to the 1619 Project.”

^{xix} Bret Stephens, “Opinion: The 1619 Chronicles,” *The New York Times*, October 9, 2020, sec. Opinion.

^{xx} The lead author on this technical report, Ashley Berner, holds Master’s and Doctoral degrees in Modern History from Oxford University.

^{xxi} Wikipedia, “The 1619 Project,” Wikipedia, January 17, 2021, https://en.wikipedia.org/wiki/The_1619_Project.