

The Breakfast Club

Constitutional Minute for 20 July 2021

Refuting the 1619 Project

The following information has been extracted from *1620, A Critical Response to the 1619 Project*, by Peter W. Wood, and various online articles (see list at the end).

What is the 1619 Project:

- The Project is the 2019 brain-child of Nikole Hannah-Jones, at the time a black staff writer for the New York Times, which published her collection of essays by mostly black authors in a special edition of the newspaper. To Ms. Jones: “the white race is the biggest murderer, rapist, pillager, and thief of the modern world.” “Christopher Columbus and those like him were no different then [sic] Hitler.” “The descendants of these savage people ... continue to be bloodsuckers in our communities.” Her project reflects these candid statements. Her published Project was awarded a Pulitzer Prize.

What the 1619 Project wants you to believe:

- “Out of slavery — and the anti-black racism it required — grew nearly everything that has truly made America exceptional: its economic might, its industrial power, its electoral system, diet and popular music, the inequities of its public health and education, its astonishing penchant for violence, its income inequality, the example it sets for the world as a land of freedom and equality, its slang, its legal system and the endemic racial fears and hatreds that continue to plague it to this day.”
- The Project demands we replace the traditional account of America’s founding “with one that makes the black experience primary – not just for black Americans, or for all Americans.”
- The Project is a collection of essays by various writers in addition to Hannah-Jones. The five main points the Project’s authors make are:
 1. The American Revolution was fought to protect slavery from the British who were about to stop it.
 2. Lincoln was a racist whose primary intent was to keep blacks and whites separate.
 3. Black Americans fought back against slavery mostly alone.
 4. Plantation slavery was the foundation of American capitalism.
 5. America’s history is best understood as a struggle against white supremacy.
- Other, more minor points are the subject of additional essays in the project. Examples:
 1. The reason America doesn’t have universal healthcare begins with policies enacted after the Civil War.

2. A traffic jam in Atlanta today has something to do with slavery.

Why the 1619 Project is a bald-faced lie.

- While Ms. Jones has walked back and deleted some of the more brazen and easily refuted statements in her essay, the bulk remains.
- The Project distorts and cherry-picks the “history” it depends on to make its points. Much of the project’s “history” has been publically repudiated by America’s leading historians of the colonial period, both black and white.

Why the 1619 Project is dangerous to America.

- Various helpers have turned the content of the Project into *a complete curriculum* aimed at students from elementary school to high school and made freely available on the website of the Pulitzer Center (<https://pulitzercenter.org/1619>). Educators across America are encouraged to download the teaching materials and begin incorporating them into the American history lessons they teach; and they are doing so in great numbers. This is not an official curriculum endorsed by any state Board of Education; thus it will be hard for a schoolboard to stop individual teachers from incorporating elements of the Project into their classrooms.
- In several state legislatures bills are being considered that would ban the use of 1619 Project materials in the state’s public schools. In other states similar legislation has already been rejected, leaving teachers free to continue to incorporate the Project’s materials in their classes.

What you should do to fight this.

- The success thus far of the 1619 project has depended in large part on the appalling ignorance of their own country’s history, particularly as it concerns slavery, by most Americans. Correcting this ignorance will require individual study. In addition to the previously referenced book, I recommend: *The Crooked Path to Abolition, Abraham Lincoln and the Antislavery Constitution* by James Oakes. Also: *The New York Times' 1619 Project and the Racist Falsification of History*, by David North, Thomas Mackaman (editors)
- Once informed, express your outrage to your local schoolboard.

Bottomline: “The 1619 Project is, arguably, part of a larger effort to destroy America by people who find our nation unbearably bad.”¹ It is already being incorporated in classrooms across America. Are your children or grandchildren being taught they are racists and that everything great about America is owed to slavery?

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¹ Peter W. Wood, 1620, *A Critical Response to the 1619 Project*,, p. 222.

Other sources for information refuting the 1619 Project:

<https://www.aier.org/article/fact-checking-the-1619-project-and-its-critics/>

<https://americanprinciplesproject.org/petitions/reject-the-1619-project/>

<https://historynewsnetwork.org/article/174140>

<https://www.prageru.com/video/whats-wrong-with-the-1619-project/>

<https://www.politico.com/news/magazine/2020/03/06/1619-project-new-york-times-mistake-122248>

<https://thefederalist.com/2020/10/16/1619-project-founder-melts-down-at-criticism-of-her-fake-history/>

<https://www.city-journal.org/review-of-peter-woods-critique-of-1619-project>

<https://www.dailysignal.com/2020/06/25/what-the-1619-project-gets-wrong-about-slavery-and-americas-founding/>

https://www.americanthinker.com/articles/2019/08/the_lies_of_the_1619_project.html

<https://www.washingtontimes.com/news/2021/may/25/1619-project-faces-backlash-conservative-black-int/>

<https://www.wsws.org/en/topics/event/1619> (Yes, even some socialists know false history when they see it)

<https://www.slavevoyages.org/assessment/estimates>

<https://www.loc.gov/item/mtjbib000054/>

<https://founders.archives.gov/documents/Jefferson/01-02-02-0019>

<http://vagenweb.org/hening/vol09-22.htm>

Key Points made by Dr. Gai Ferdon, Liberty University, in “Slavery and the US Convention”

- Slavery was global, universal, and internationally prevalent, and not isolated to the West, or provincial; its locus was not centered in the United States.
- Slavery did not emerge out of white racism; racism was not a necessary precondition for slavery; it is not an evil initiated by the white race against the black African race.
- The West did not introduce slavery to Africa; Black Africans and Arabs did through the Indian Ocean, Trans-Saharan and Mediterranean slave trade routes.
- Slavery was largely confronted by, and ‘ended’ by the West; the West, not the East, viewed slavery as a moral wrong.
- The United States confronted, and ‘ended’ slavery uniquely.