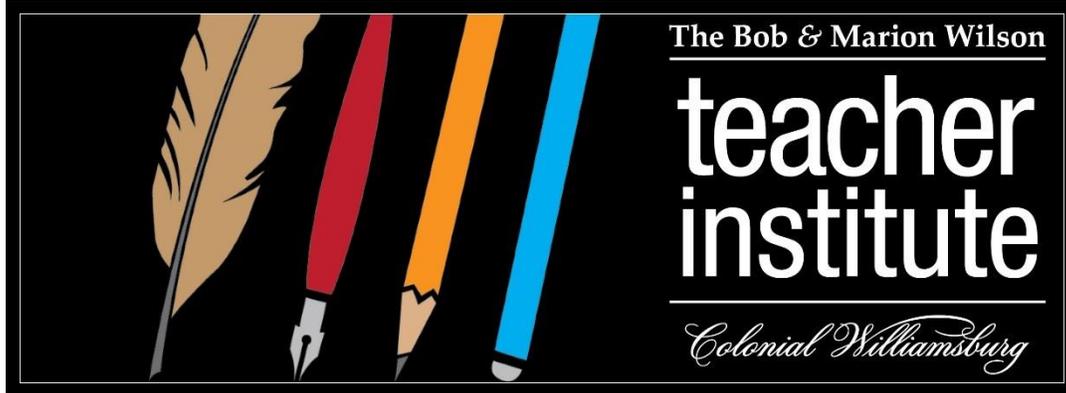


## 2022 Three-Day Seminar SAMPLE Schedule



### **Resilience, Agency, and Resistance: The African American Experience (1607–1781)**

#### **Description:**

This seminar explores the lives, roles, and perspectives of free and enslaved Blacks in the Americas. Participants will pursue a deeper understanding of the diversity of the experiences of free and enslaved Blacks from the period of British Colonization through the American Revolution. Participants will investigate primary sources, interact with interpreters and tradespeople, and learn how to use culturally responsive teaching strategies to effectively incorporate diverse narratives into curriculum.

#### **Objectives:**

As a result of this seminar, teachers will be able to:

- Integrate primary, secondary, and technological resources into culturally responsive lessons focused on the lives of free and enslaved Blacks during the period of British Colonization through the American Revolution.
- Contextualize slavery in the European North American colonies temporally, geographically, and economically.
- Compare and contrast the experiences of free and enslaved Blacks in different colonies, and in a variety of settings.
- Explore strategies to effectively integrate these topics into the curriculum, including effective communicative strategies for challenging classroom discussions.
- Create connections from the past to the present that allow students to explore the legacy of the institution of slavery in a culturally responsive way.

#### **Compelling Question:**

- Where can we see the impact of the legacy of slavery throughout history and today?

## Sunday: Travel/Arrival Day

- 4–6:30 p.m. Teachers arrive and check in at the Williamsburg Woodlands Hotel**  
Meet your Colonial Williamsburg Master Teacher for the seminar and settle into your room. If you arrive before 5:00 p.m., you may want to eat dinner before Orientation. Huzzah! Eatery is next to the Woodlands Hotel and would be a good choice.
- 7:00 p.m. Orientation**

## Day 1: Monday

### Agriculture, Enslavement, and the Law

#### Supporting Questions:

- How did slavery become codified in colonial America?
- How did the colonial economy depend on enslaved labor?
- What were the lives of enslaved agriculturalists like?

**7–8:15 a.m. Breakfast**

**8:30 a.m. The Slave Trade**

Meet with a Colonial Williamsburg historian to learn about the origins of slavery in North America, the diversity of the enslaved people brought to the Americas, and the slave trade in the context of the global economy.

**9:30 a.m. Orientation Walk**

On this walk through town, learn about the geography and significance of eighteenth-century Williamsburg. Explore how Colonial Williamsburg as a museum “feeds the human spirit by sharing America’s enduring story.” Also pick up some tips to find your way as you explore throughout the week.

**10:30 a.m. Historic Farmers – Eighteenth-Century Agriculture**

Tobacco was the lifeblood of Virginia’s colonial economy. Investigate how this 13-month crop was grown, processed, and transported. Learn about the eighteenth-century Virginia agricultural economy and explore the differences between a farm and a plantation.

**11: 30 a.m. Lunch**

**1:00 p.m. Culturally Responsive Teaching**

An accurate depiction of our nation’s history requires including many sensitive issues, such as slavery, cultural conflict, and women’s roles, as part of the story. Colonial Williamsburg interpreters and staff are confronted with the challenge of addressing these subjects in an informative, non-confrontational, and sensitive manner. Share ideas with some of these individuals, learn about their techniques, and discuss how to transfer these lessons to the classroom.

**2:00 p.m. Slave Codes Activity**

The institution of race-based slavery was created and gradually codified in each colony. Trace events and the reactions to the legal solidification of slavery in Virginia.

**3:00 p.m. Meet a Person of the Past**

Meet an enslaved resident of eighteenth-century Williamsburg. Discuss what life and work was like in the capital city and how it compared to that of the enslaved living in rural areas.

**SAMPLE Schedule**  
**Subject to change**

**4:00 p.m.      Teacher Collaboration Time**

You know your students best. Work with your colleagues to identify ways to use Teacher Institute materials, content, and strategies in your classroom.

**5:00 p.m.      Dinner on Own**

## Day 2: Tuesday Urban Life

### Supporting Questions:

- How do we know about free and enslaved Blacks in eighteenth-century Williamsburg?
- Describe the similarities and differences between urban life for free and enslaved Blacks in Williamsburg and life for those living in rural areas.

**7–8:15 a.m. Breakfast**

**8:15 a.m. Travel to Historic Area**

**8:30 a.m. Peyton Randolph Property**

Learn about the roles of enslaved domestic laborers in Williamsburg and explore the different ways they expressed their agency.

### < Concurrent Sessions >

**Carpenters Yard/Other Trade Site**

Learn about the roles of free and enslaved Black tradespeople in Williamsburg and explore the different ways they expressed their agency.

**10:15 a.m. Break and Group Photo**

**10:30 a.m. Culturally Responsive Teaching**

An accurate depiction of our nation's history requires including many sensitive issues, such as slavery, cultural conflict, and women's roles, as part of the story. Colonial Williamsburg interpreters and staff are confronted with the challenge of addressing these subjects in an informative, non-confrontational, and sensitive manner. Share ideas with some of these individuals, learn about their techniques, and discuss how to transfer these lessons to the classroom.

**11:30 a.m. Meet a Person of the Past Classroom**

Meet a free Black Virginian who lived in eighteenth-century Williamsburg. Discuss what life and work was like in the capital city and how it compared to that of the enslaved living in rural areas.

**12:30 p.m. Lunch and Exploration Time**

**3:00 p.m. Primary Documents**

*Doug Mayo, Associate Librarian*

Analyze print and manuscript materials from Colonial Williamsburg's Special collections to understand the lives of eighteenth-century free and enslaved Blacks.

**SAMPLE Schedule**  
**Subject to change**

**4:00p.m.      Teacher Collaboration Time**

You know your students best. Work with your colleagues to identify ways to use Teacher Institute materials, content, and strategies in your classroom.

**5:15 p.m.      Dinner on Own**

## Day 3: Wednesday Defining Freedom

### Supporting Questions:

- What roles did free and enslaved Blacks have in the Revolution?
- Was the institution of slavery impacted by Revolutionary ideals?

**7–8:15 a.m. Breakfast**

**8:30 a.m. Meet a Person of the Past: James Armistead Lafayette**

Meet James Armistead Lafayette, and explore the choices and roles of free and enslaved Blacks during the American Revolution.

**9:30 a.m. Break**

**9:45 a.m. Defining Freedom During the American Revolution:  
The Founding Documents and Slavery**

Examine several founding documents to learn how they addressed the institution of slavery. Discuss whether slavery was impacted by the American Revolution.

**10:30 a.m. Culturally Responsive Teaching**

An accurate depiction of our nation’s history requires including many sensitive issues, such as slavery, cultural conflict, and women’s roles, as part of the story. Colonial Williamsburg interpreters and staff are confronted with the challenge of addressing these subjects in an informative, non-confrontational, and sensitive manner. Share ideas with some of these individuals, learn about their techniques, and discuss how to transfer these lessons to the classroom.

**11:00 a.m. Break for Lunch**

**12:30 p.m. Archaeology at Custis Square and the First Baptist Church**

Explore the lives of free and enslaved Blacks through archaeology at two current Colonial Williamsburg excavation sites. While we do not have the words of these people, what they left behind illuminates a resilient community and culture.

**1:30 p.m. Good Progress – Meet Ann Wager and Elizabeth DeRosario**

Education means something to everyone. But can everyone agree on its value? As the first official school for free and enslaved Black children, the Williamsburg Bray School meant something different to every person who walked through its doors.

**2:30 p.m. Cultural Resistance and Resilience**

Tour of the Art Museums and explore objects that illuminate the free and enslaved Black community’s cultural resistance and resilience. Objects may include pottery, instruments, quilts, etc., that provide insight into the continuing struggle beyond the eighteenth century.

**SAMPLE Schedule**  
Subject to change

**3:30 p.m. Break and Travel**

**4:00 p.m. Reflections, Graduation, and Wrap-up**

**5:00 p.m. Dinner**

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## **Day 4: Thursday – Departure Day**

**7–8:15 a.m. Breakfast**