

2023 Three-Day Seminar SAMPLE Schedule



Resilience, Agency, and Resistance: The African American Experience

Description:

This seminar explores the lives, roles, and perspectives of free and enslaved Black people in the Americas. Participants will pursue a deeper understanding of the diversity of the experiences of free and enslaved Black individuals 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 technology resources into culturally responsive lessons focused on the lives of free and enslaved Black individuals during the eighteenth century.
- Contextualize slavery in the European North American colonies temporally, geographically, and economically.
- Compare and contrast the experiences of free and enslaved Black individuals 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:

What are the lasting impacts of the institution of slavery throughout history and today?

SAMPLE SCHEDULE

Subject to change

Sunday
Arrival/Travel Day

4:00–6:30 p.m. **Arrival and Check-in** **Williamsburg Woodlands Hotel**
Meet your Colonial Williamsburg Master Teacher and settle into your room.

7:00 p.m. **Orientation**

Day 1: Monday Urban Life

Supporting Questions:

- How did slavery become codified in colonial America?
- How did the colonial economy depend on enslaved labor?
- How was urban life similar to and different from rural life for Black individuals in Williamsburg?

7:00 a.m. **Breakfast, drop-in**

8:00 a.m. **Orientation Walk**

On this stroll through town, learn about the geography and significance of eighteenth-century Williamsburg. Explore how Colonial Williamsburg as a museum shares America's diverse and enduring story and pick up tricks to find your way as you explore throughout the week.

- Compare the demographics of Williamsburg and Virginia with that of other colonies.
- Identify the key roles of free and enslaved Black people in Williamsburg.
- Locate significant sites in Colonial Williamsburg's Historic Area.

9:00 a.m. **Peyton Randolph Property**

Visit the home of one of America's most prominent families and examine the stark contrasts of freedom and slavery. Gain a deeper knowledge of how the institution of slavery shaped America's enduring story and discover how the enslaved members of the household struggled to find their own roads to freedom.

10:15 a.m. **Break and Walk**

10:30 a.m. **Carpenters Yard**

Carpentry was one of the most common trades in eighteenth-century Williamsburg. From one end of town to the other, houses, shops, sheds, dairies, smokehouses, kitchens, and storehouses exhibit the handiwork of carpenters, many of whom were free and enslaved Black artisans.

11:15 a.m. **Break and Walk**

11:30 p.m. **Lunch**

1:00 p.m. **The Slave Trade**

During this lecture with Colonial Williamsburg Historian Dr. Kelly Brennan, learn about the development and global impact of the trans-Atlantic slave trade.

- Describe the diversity of the enslaved people brought to the Americas.
- Place the slave trade in context with the global economy.
- Explain the origins of slavery and enslaved people in North America.

SAMPLE SCHEDULE

Subject to change

- 2:00 p.m. Culturally Responsive Teaching**
An accurate depiction of our nation’s history requires that many sensitive issues, including slavery, cultural conflict, and women’s roles, must be included as a part of the story. Interpreters and other staff are confronted with the challenge of addressing these subjects in an informative, nonconfrontational, and sensitive manner. Share ideas with some of these individuals, learn about their techniques, and discuss how to transfer these lessons to the classroom.
- Examine your own emotions and bias on the topic of slavery.
 - Describe ways to diffuse emotional situations.
- 2:45 p.m. Break**
- 3:00 p.m. Teacher Collaboration Time**
You know your students best. Work with other teachers to identify ways to use Teacher Institute materials, content, and strategies in your classroom.
- 3:30 p.m. Self-Guided Exploration Time**
- 5:15 p.m. Dinner**

Day 2: Tuesday

Agriculture, Enslavement, and the Law

Supporting Questions:

- How do we know about free and enslaved Black individuals in eighteenth-century Williamsburg?
- What were the lives of enslaved agriculturalists like?

7:00 a.m. Breakfast, drop-in

8:45 a.m. Meet and Walk to Bus Stop

9:00 a.m. Travel by Bus to Classroom Location

9:15 a.m. The Evolution of Slavery and the Law

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

- Chart the development of slave laws over time.
- Connect changing slave laws to the lives of individuals.
- Demonstrate cause and effect relationships between specific events and the establishment of laws addressing slavery.

10:00 a.m. Break and Walk

10:15 a.m. Eighteenth-Century Agriculture

Tobacco was the lifeblood of Virginia’s colonial economy. In this session, investigate how this 13-month crop was grown, processed, and transported. Experience the sights and sounds of rural America. Learn about the agricultural economy in eighteenth-century Virginia and explore the differences between a farm and a plantation.

11:30 a.m. Lunch and Self-Guided Exploration Time

1:30 p.m. Culturally Responsive Teaching

An accurate depiction of our nation’s history requires that many sensitive issues, including slavery, cultural conflict, and women’s roles, must be included as a part of the story. Interpreters and other 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.

- Compare methods for successful culturally responsive teaching.

SAMPLE SCHEDULE

Subject to change

- 2:30 p.m.** **Meet a Person of the Past**
Meet an enslaved Virginian who lived in eighteenth-century Williamsburg. Discuss what life and work was like in the capital city.
- Describe the choices enslaved people made to cope with their situations.
 - Explain techniques for bringing difficult historical topics to life in the classroom.
- 3:30 p.m.** **Break**
- 3:45 p.m.** **Analyzing Self-Liberation Advertisements**
Although self-liberation advertisements were written from a very specific perspective and for a nefarious purpose—reclaiming people who were considered property by law—these primary sources can be a rich source of information about enslaved people, their personalities, and skills. Analyze what these primary sources can teach us about people who resisted enslavement by running away.
- 4:30 p.m.** **Teacher Collaboration Time**
You know your students best. Work with other teachers to identify ways to use the Institute materials, content, and strategies in your classroom.
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 - Check out and Departure procedure.
- 5:15 p.m.** **Dinner**

Day 3: Wednesday Defining Freedom

Supporting Question:

- What roles did free and enslaved Black people play in the American Revolution?
- Did Revolutionary ideals impact the institution of slavery?

7:00 a.m. Breakfast, drop-in

8:30 a.m. Meet and Walk to Bus Stop

9:00 a.m. Travel by Bus to the Historic Area

9:30 a.m. Good Progress

Education means something to everyone, but can all 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. Meet Ann Wager, teacher at the Williamsburg Bray School, as she debates the nature of her school with Elizabeth DeRosario, a free woman of color.

- Identify the various roles children played in the Williamsburg community.
- Examine the roles of free and enslaved people of color in the Williamsburg community.
- Examine the role of the church in eighteenth-century education.

10:30 a.m. Break

10:45 a.m. Museum Gallery Experience

Tour the new exhibition “I made this...” which celebrates the lives of eighteenth through twentieth-century Black American artisans and artists through the material culture they created. These pieces represent the inspirations, resilience, and legacies of these talented makers.

11:30 a.m. Self-Guided Exploration Time

12:30 p.m. Lunch

1:30 p.m. Meet to Walk to the William & Mary Campus

SAMPLE SCHEDULE

Subject to change

2:00 p.m. The Lemon Project Walking Tour
Join Sarah Thomas, Associate Director of The Lemon Project: A Journey of Reconciliation, to visit the Bray School, the Brafferton School, and various sites at William & Mary.

The Lemon Project is a multifaceted and dynamic attempt to rectify wrongs perpetrated against African Americans by William & Mary through action or inaction. An ongoing endeavor, this program will focus on contributing to and encouraging scholarship on the 300-year relationship between African Americans and William & Mary and building bridges between the university and the city of Williamsburg and the Greater Tidewater area.

- Explore the role of education in community and civic activity in the eighteenth century.
- Learn about the various communities associated with each school.

3:00 p.m. Break and Walk

3:30 p.m. First Baptist Church Project
Join Connie Hershaw, the president of the Let Freedom Ring Foundation, to learn more about the First Baptist Church Project, and discuss the impact of oral history in constructing inclusive social studies research.

The Let Freedom Ring Foundation endeavors to spark a continuing conversation that looks at our history in different ways, asking questions about what is important in our history. Historic preservation helps us to tell the stories of our past, celebrating events, people, places, and ideas that we are proud of; other times it involves recognizing moments in our history that can be painful or uncomfortable to remember.

4:30 p.m. Master Teacher Application Session
Your Master Teacher shares strategies for bringing history to life in the classroom using experiences and materials gained from participating in the Teacher Institute. Work with other teachers to identify ways to use the Institute materials, content, and strategies in your classroom.

5:15 p.m. Walk to Dinner Location

5:30 p.m. Dinner

Day 4: Thursday Freedom's Promise Fulfilled?

- 7:00 a.m.** **Breakfast, drop-in**
- 8:30 a.m.** **Meet and Walk to Bus Stop**
- 9:00 a.m.** **Travel by Bus to Classroom Location**
- 9:30 a.m.** **Founding Documents and Slavery**
Examine how the institution of slavery was impacted by the American Revolution.
- Describe how different founding documents addressed or did not address the institution of slavery.
- 10:15 a.m.** **Meet a Person of the Past: Jenny Joseph**
Meet Jenny, an enslaved woman freed by the Thirteenth Amendment. Discuss with her the hardships of life in the post-emancipation South during Reconstruction.
- 11:15 a.m.** **Break**
- 11:30 a.m.** **Graduation and Wrap-Up**
- Donor recognition
- 1:00 p.m.** **Departure**