



NATIONAL
ENDOWMENT
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HUMANITIES

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Landmarks guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Slavery in the Colonial North*

Institution: Historic Hudson Valley

Project Director(s): Elizabeth L. Bradley; Margaret Hughes

Grant Program: Landmarks of American History and Culture

Slavery in the Colonial North
A National Endowment for the Humanities Landmarks of American History and Culture
Workshop for Teachers
Historic Hudson Valley

Nature of the request

HHV seeks support from the NEH to run two Landmark workshops for K–12 teachers during the summer of 2021 (July 11–17 and July 25–31). The workshops, based at our historic site Philipsburg Manor, will draw upon the richness of historic sites in the immediate vicinity: HHV’s Van Cortlandt Manor, the Jay Heritage Center, and the colonial-era streetscape of Lower Manhattan.

For over 20 years, HHV has been uniquely positioned to tell the story of slavery in colonial America, first through NEH-funded reinterpretation and on-site experiences at Philipsburg Manor and, in 2019, expanding digitally with the NEH-funded interactive documentary *People Not Property: Stories of Slavery in the Colonial North*. In 2017 and 2019, HHV hosted week-long summer Institutes, funded by the NEH, to explore this topic in depth with K-12 teachers. Participants reported that the value and sensitivity of the content made a lasting impression on them emotionally and as educators. To expand our reach and to share the visceral experience of walking in the spaces where countless enslaved men, women, and children lived and worked, HHV seeks support to run a Landmarks program.

The experience would be grounded at Philipsburg Manor, the first historic site in the nation with the history of slavery in the colonial North as its primary focus, and include visits to other nearby sites, with the goal of understanding how these locations, individually and in conversation with

each other, expand our knowledge of slavery in American history, particularly during the critical time of the development of the 13 colonies, over the course of the American Revolution, and in the early days of the republic.

Project development

In planning for the 2021 Landmarks program, HHV has reinforced the strongest aspects of our 2017 and 2019 NEH Institutes and has made improvements based on feedback from participants. The most fundamental change is the shift from an Institute to a Landmarks program. In previous years, participants highly rated the on-site learning experiences, describing place-based learning as “essential,” for example: “Philipsburg Manor...helped me visualize what happened in the past because I was sitting right on the property.” Participants expressed an interest in visiting more of HHV’s historic sites: “I would have liked to have learned about other families and sites connected to HHV (like the Van Cortlandts who were also enslavers).” By shifting from an Institute to a Landmarks program, we have the opportunity to expand the use of HHV’s historic sites and additional places in the vicinity and to dedicate time to helping participants learn how to read a physical space. By increasing the number of sites visited, we can also expand the curricular time frame into the American Revolution and the early years of the new republic, when the notion of equality was at odds with the continuation of chattel slavery. We will supplement site-based learning through archival collections, particularly those at HHV and at the Schomburg Center for Research in Black Culture.

One criticism that teachers shared in 2017 and 2019 was that the academic rigor of previous Institutes left little time to reflect and have informal conversations. We are addressing this

feedback with substantive changes to the structure of this Landmarks program that provide opportunities for different ways of learning. The schedule will allow more time for non-structured conversations, and the format of the site visits, different from seated lectures, will offer more time for different kinds of conversations among participants and with the faculty. Secondly, with the launch of *People Not Property*, HHV has a comprehensive yet accessible digital resource to serve as the guiding text for the workshops. This thoughtful compilation of current scholarly research includes primary documents, videos, and interactive text. As the website is online, teachers can complete much of the reading in advance, and its segmented chapters make it easy to digest. *People Not Property* will also serve as a vehicle for the dissemination of workshop information, as all final projects will be uploaded to the Teacher Resources tab of the website. A final change is a new housing venue, one that is still hospitable and affordable, but which is more centrally located, offers a food service, and, importantly, has air conditioning.

Intellectual content and significance

HHV carefully selected historic sites that can speak to unique aspects of slavery's role in the northern colonies and during early statehood. To this end, three sites are relevant to the colonial period and two cover the American Revolution and New Nation eras. Additionally, sites reflect both rural and urban slavery. This diversity in locations will allow participants to dig deep into each place individually, as well as draw comparisons and contrasts over time and geography in considering the sites in conversation with one another. As with HHV's onsite interpretation, we will highlight the names and stories of enslaved individuals to personalize this hard history.

In the mid-1700s, **Philipsburg Manor, Upper Mills** (Sleepy Hollow, NY) was a provisioning plantation with ties to global trade, including the commercial capital of New York City, luxury markets of Europe, and Caribbean sugar plantations. The only full-time, year-round residents of the site were 23 enslaved men, women, and children, whose forced labor enriched the Philipse family, one of the wealthiest families in colonial America.

Located in Croton-on-Hudson, NY, **Van Cortlandt Manor** interprets the transition from colony to state through the story of the Van Cortlandt family, who were involved in New York and national politics. In spite of espousing the ideals of the new republic, they remained enslavers, and their family papers (in HHV's collection) contain rich documentation relating to the enslaved community there.

As the familial home of New York Governor and first Chief Justice of the Supreme Court John Jay, **the Jay Heritage Center** (Rye, NY) provides the group with an opportunity to study the evolution of our nation and its democracy, particularly considering how, as with Van Cortlandt Manor, America's founders could espouse ideals of equality while still holding other humans in bondage.

Lower Manhattan was as much a center for commerce in colonial America as it is today. As participants explore the winding streets, dating back to the Dutch settlement of New Amsterdam, on a guided walking tour, they will consider where vestiges of the past are still visible or have been completely obliterated--and what the implications are for understanding New York City's central role in American slavery.

The **African Burial Ground National Monument (New York, NY)** is an excellent case study for the relationship between modern construction and the preservation of the past. The oldest and

largest known excavated burial ground in North America for both free and enslaved Africans, it was only rediscovered during site excavation for a new government office building in 1991. The ensuing fight over development versus preservation exemplifies the debate over which national histories have been considered worth preserving.

Through a visit to the **Lapidus Center for the Historical Analysis of Transatlantic Slavery**, part of the **Schomburg Center for Research in Black Culture**, participants will explore that institution's unparalleled resources that document the history and culture of people of African descent, particularly those pertaining to the Atlantic slave trade and the anti-slavery movement.

HHV's Archives—which contain letters, bills, and manumission documentation of enslaved individuals from our historic sites—will provide teachers with additional opportunities to examine the written record.

We will “read” the sites we visit as built environments, looking at the existing structures and considering those that are no longer standing. Teachers will discuss why some buildings were not preserved--and consider whether the choices reflect an active or passive decision about how the past is valued. We will also compare interior spaces used by enslaved families versus enslavers, to determine what we can learn about life experiences through the physical spaces. Additionally, we will consider the historic structures in relation to modern and contemporary development. In what ways does the contemporary landscape honor the past use of these spaces? Where has the past been obliterated from the visual landscape, and what is the meaning of this loss? Through this exploration of historic sites as texts, we will equip teachers with tools they can use back their classrooms, helping their students better understand how to ask critical

questions of sources or to question dominant narratives—important skills that reach across disciplines.

Relevance and applicability for K–12 curricula

Though early American history (the colonial era through the new nation) and slavery are taught in social studies courses throughout the country, the two are often considered separately. Indeed, teaching of slavery is often confined to the antebellum South, rather than being acknowledged as a critical thread throughout American history. A major strength of this workshop is its demonstration of slavery’s fundamental role in the growth of the colonial and early American economic and political systems. In this way, the workshop is presenting a more comprehensive—and more accurate—understanding of American history. The need for more teacher training in this area is evidenced by feedback from previous institute participants: “I am an experienced history teacher and I was dumbfounded by the things I didn’t know” and “this workshop was incredibly helpful in developing new knowledge on the subject and helping me craft my teaching on the history of slavery.” Interest in this topic is demonstrated through the number of applications received for past Institutes; in both years, the number of applications approached 100, for a total of 36 available seats, and the sessions both years were filled to capacity.

The Landmarks format is ideal for this subject, as it provides the opportunity to engage with physical sites and archival material that help to tell the story of slavery in American history. We will model ways to “read” historic sites and ask questions about whose stories and experiences have been privileged in time and whose have been overlooked. Similarly, we will look closely at primary source documents for evidence of bias in the written record, understanding the kinds of

critical questions to ask in order to get at a more accurate, fuller, sense of the past. Additionally, these methodologies lend themselves to use for other time periods and subject areas, so that the lessons learned in this workshop can be applied in the classroom beyond the immediate content area.

Program of study

The program of study follows the trajectory of the guiding text, *People Not Property: Stories of Slavery in the Colonial North*. As with the website, and HHV's approach to historic interpretation overall, the Landmarks workshops will focus on stories and experiences of real people to personalize the past.

The workshop will begin on Sunday evening with a group dinner and introduction to the week by the program directors and group introductions by all participants, establishing a sense of community and preparing everyone for the week ahead.

Monday's session aligns with *People Not Property* Chapter 1, Defining Slavery, and will demonstrate how enslavement became crucial to the development of the American colonies. After a historic overview by **Dr. Leslie Harris** in the morning, participants will explore Philipsburg Manor to understand how the buildings and activities at this milling and trading complex shed light into the fundamental role slavery played in the development of the colonial economy.

Tuesday's focus draws on Chapter 2, Being Enslaved, and the experiences of enslaved individuals. **Dr. Christy Clark-Pujara** will provide historic context for the African American experience over the course of the 18th and early 19th centuries, which will be reinforced by the examination of Van Cortlandt Manor historic site and the enslaved family who lived there. The site tour will include comparisons of the manor house to the ferry house, highlighting the living circumstances of the wealthy, governing class and a rare example of an extant working-class residence that also served as an inn, tavern, boat landing, and post office.

Wednesday will examine Chapter 3, Choosing Resistance. On a walking tour of lower Manhattan led by **Michael Lord**, we will discuss different forms of resistance taken by enslaved people in colonial New York, especially the 1712 and 1741 rebellions. Additionally, we will consider the responsibility of a city to acknowledge its past history of enslavement, and ways to read the 21st-century landscape of New York City for clues about its past as a center of enslavement. The tour will conclude at the African Burial Ground. At an afternoon visit to the Schomburg Center we will explore its unparalleled materials documenting the history and culture of people of African descent throughout the world.

Thursday is the first of two days addressing Chapter 4, Pursuing Justice, and the consideration of how northern sites have chosen to grapple with their historic connection to enslavement. This is particularly appropriate at the Jay Heritage Center as we consider the paradox of "Founding Fathers" as enslavers. **Dr. Myra Armstead** will present her work on James Brown, a gardener enslaved by the Jay family. During the afternoon, scholars will work on final projects and visit the HHV Archives.

Friday continues the discussion of Pursuing Justice by asking how institutions like historic sites and schools consciously or unconsciously made decisions about the presentation of the history of slavery. During the morning, **Dr. Jacqueline Simmons** will address ways that curricular choices affect the way we prioritize the historic record. **Dr. Harris** will lead a follow-up discussion on limitations to the written and physical record as a result of historic bias. In the afternoon, **Joe McGill** will share his experiences inhabiting the spaces of enslaved individuals through overnight stays at historic sites across the county. An evening dinner will highlight the connections between African, Caribbean, and colonial mid-Atlantic foodways. Friday evening, participants will have the option of joining Mr. McGill on an overnight stay at Philipsburg Manor or Van Cortlandt Manor (one site for one week of the workshop, and the other the second week).

The program concludes on Saturday with discussion of strategies for bringing this content into contemporary classrooms. Following a wrap-up conversation with **Mr. McGill, Dr. Harris and Margaret Hughes** will lead feedback from the group as scholars present their work on their final projects.

Project team and participants

Leslie M. Harris, Ph.D., a professor in the Department of History at Northwestern University, will be the program's Academic Director, providing an overarching narrative for the week and helping teachers make connections between all the sites. Dr. Harris holds a doctorate from Stanford University and specializes in pre-Civil War African American labor and social history

and in the historiography of U.S. slavery. As an expert in the field of slavery in the colonial North, she is an ideal leader for the Landmarks program's daily content discussions. Dr. Harris has worked with HHV as a consultant and advisor to the NEH-funded *People Not Property: Stories of Slavery in the Colonial North* website. Her career as a historian and teacher has focused on complicating the ideas commonly held about the history of African Americans in the United States. Her first book, *In the Shadow of Slavery*, challenged the prevailing view of slavery as a phenomenon of the southern U.S., one that had little impact or importance in the North.

Margaret Hughes, Associate Director of Education at HHV, will serve as Program Director, overseeing the overall flow of the week, including contextualizing the site visits both individually and in conversation with each other, and advising teachers on their final projects. As a museum educator with over 15 years of experience, Ms. Hughes is well equipped to help teachers understand historic sites as primary resources and will guide their critical exploration of interpretive choices made at each site. She will also supervise the Education Manager (a position currently being filled), who will handle all pre-program communication with participants and workshop logistics. Ms. Hughes' experience as the Program Manager for the two previous Institutes, as well as her professional background and national network of K–12 educators, will inform her direction of all aspects of the program.

Elizabeth L. Bradley, Ph.D., as HHV Vice President of Programs and Engagement, designs and implements a wide range of public programs based on HHV's historic sites and collections. With expertise in team management and the presentation of humanities themes, she will provide

oversight of the Landmarks program's activities through the preparation, fulfillment, and review stages. In particular, she will manage the allocation of HHV resources to support the program.

Myra Y. Armstead, Ph.D., Lyford Patterson Edwards and Helen Gray Edwards Professor of Historical Studies at Bard College, will be a Visiting Lecturer. She will discuss how enslavement enabled the Hudson Valley to flourish as a place of economic growth. Her work focuses on the African American and black experience in New York and New England from colonial America to the 20th century. She is the author of several books, including *Freedom's Gardener: James F. Brown, Horticulture, and the Hudson Valley in Antebellum America*.

Christy Clark-Pujara, Ph.D., is Associate Professor of History at the University of Wisconsin-Madison. Her research focuses on the experiences of Black people in French and British North America in the 17th, 18th, and early 19th centuries. She is particularly interested in areas that historians have not sufficiently examined—small towns and cities in the North and Midwest. Thus, as a Visiting Lecturer, Dr. Clark-Pujara is well prepared to help teachers think about the changes over time in the North, as well as to consider experiences in rural versus urban areas.

Michael A. Lord is Director of Content Development at HHV. As Guest Lecturer, he will offer expertise in the history of Philipsburg Manor as a case study for slavery in the colonial North and will research and deliver a walking tour of historic sites in lower Manhattan focusing on the enslaved experience in the colonial city. Mr. Lord draws on more than 25 years of experience as a public historian and educator at museums and historic sites.

Joe McGill is a public historian, descendant of the enslaved, and founder of the Slave Dwelling Project, a nonprofit organization based in South Carolina that identifies and helps property owners, organizations, and government entities preserve extant slave dwellings. Mr. McGill will be a Visiting Lecturer and will talk to teachers about his work, centered on the importance of place, and his practice of inhabiting a space to fully immerse himself in its living history.

Jacqueline A. Simmons, Ed.D., a faculty member at Teachers College, Columbia University, will be a Visiting Lecturer, helping teachers formulate classroom implementation of this difficult history. She has been an educator and curriculum developer for 20 years and worked with HHV previously to create the curriculum for Runaway Art: Interpreting Colonial Slave Ads. Dr. Simmons's combined expertise as a college professor, former middle school teacher, curriculum developer, and program designer makes her uniquely qualified to enrich this program.

Audience

Given our successful experience with previous NEH Summer Institutes, HHV anticipates a sizable pool of K-12 teachers from across the county to apply for the Landmarks program. The program is designed to appeal broadly to K-12 teachers in the humanities, including those who cover American and global history, geography, American literature, and social studies. We found that in previous Institutes, the diversity of subject areas taught by participants made for valuable cross-disciplinary discussions and sharing of resources.

Applications for the Landmarks program will be reviewed by Ms. Hughes, HHV's Education Manager, and a local teacher from the 2019 Summer Institute. We will strive to create teams of

diverse participants, broadly defined. To this end, the selection committee will look for participants who represent different geographic regions, grade levels taught, subject areas, and years of teaching experience. In response to suggestions from previous participants, HHV will actively recruit teachers of color to apply, through professional networks for teachers of color as well as participants in previous years.

HHV will work to accommodate requests for in-service credit relevant to district requirements. All participants will receive a certificate of attendance documenting the number of hours spent in the program. Graduate course credit is not available.

Project impact and dissemination

HHV will leverage its full marketing resources to promote the Landmarks workshops, using print and digital strategies for as wide a distribution as possible, as well as employing more traditional outreach to schools and the 326,000 visitors who visit one of HHV's historic sites or events each year. For digital reach, HHV will use its social media network, including 150,000 followers on Facebook, 8,500 on Twitter, and 5,265 on Instagram. We will also promote the Landmarks workshop on our email list, which has 204,000 subscribers. These posts, written and designed by our in-house marketing staff, will include targeted messaging, countdown reminders, and photos and testimonials shared by attendees of previous summer Institutes.

In marketing the Institutes in 2017 and 2019, HHV created educational content for relevant blogs and resource centers, including the National Council for History Education, Teaching the Hudson Valley, and the NEH's EDSITEment page. We will continue with these platforms when

possible. Additionally, HHV educators regularly participate in state, regional, and national conferences for the social studies and have email lists from previous presentations, all of which can be used to promote the Landmarks workshops. We also plan to print and distribute brochures and mailings, and to ask 2017 and 2019 participants to spread the word to their personal and professional networks.

All outreach and marketing will link to the Landmarks website, which will be adapted from the successful website of our previous Institutes. As a subsite of the HHV homepage, the Landmarks website will include all relevant information (draft syllabus, faculty profiles, information about lodging, etc.). The website will also house those readings not on *People Not Property* (password protected) for teachers to refer to during the workshop.

Following the program, in order to expand the reach of the workshop, all participant projects will be shared via *People Not Property*. In this way, the Landmarks workshop will be making full and rich use of this resource, extending the reach of that NEH-funded project and the new bodies of research. We will also share resources with EDSITEment's team, further disseminating the work done by workshop teachers, as well as supporting this great digital resource. The Slave Dwelling Project's website will include the teachers' reflections as well. A participant from the 2019 Institute served on a panel at the Mid-Atlantic Association of Museums conference, focusing on teaching slavery in the North in the classroom. We will seek appropriate opportunities like this for 2021 participants. HHV intends to foster other teachers' professional growth and has already begun informal sharing and discussions about ways to approach the topic of slavery in the colonial North with sister organizations and area educators. Additionally, we will continue to

make use of close connections we have maintained with participants from past workshops via closed Facebook groups and email groups.

Institutional context

HHV's facilities, collections, and staff capabilities position the institution particularly well to host the proposed Landmarks program. In particular, our 20-year track record for interpreting slavery, and the recent launch of the NEH-funded *People Not Property* speak to our expertise in addressing this content. In addition to tours of our national landmark historic sites, most lectures will take place at HHV's Regional History Center, which has spacious facilities for large and small group discussions and a full complement of presentation technologies. HHV's IT consultant will provide free Wi-Fi access and all technical support during the program. The Center also houses HHV's archive collection.

HHV has negotiated special lodging arrangements for participants at the Center at Mariandale in Ossining, NY. Mariandale has informal gathering spaces and amenities, including a swimming pool and outdoor spaces that overlook the Hudson River, and is a short distance from workshop sites and mass transit to NYC. The center offers combined room and meal service (breakfast, sack lunch, and dinner) for \$115 per night. The workshop budget includes a shuttle between Mariandale and the workshop sites for scholars without a car. Restaurants are a short drive away, for social gatherings for participants. Participants who would like other lodging can seek out the numerous hotels in the vicinity or Airbnb rentals.

Slavery in the Colonial North
An NEH Landmarks of American History and Culture
Workshop for Teachers
Presented by Historic Hudson Valley
July 11-17 and July 25-31, 2021

Program of Study

WORKSHOP OVERVIEW

[Historic Hudson Valley](#) (HHV) presents this National Endowment for the Humanities Landmarks workshop for K–12 teachers, exploring the subject of slavery in the colonial north through the lens of historic sites. Participants in the workshop (“scholars”) will explore a range of sites in and around Westchester County New York which, individually, share unique perspectives on enslaved individuals and the places where they lived, worked, and were held in bondage, and which, collectively, present a more comprehensive understanding of the foundations of our country.

The Landmarks workshop will draw heavily from two National Historic Landmark sites owned and operated by HHV: [Philippsburg Manor](#) (Sleepy Hollow, NY) and [Van Cortlandt Manor](#) (Croton-on-Hudson, NY), with supplemental visits to regional historic sites, including a day trip to New York City. Scholars will be guided by HHV’s newly released interactive documentary [People Not Property: Stories of Slavery in the Colonial North](#), a website that presents a comprehensive look at slavery during the colonial and New Nation eras through the true personal stories of enslaved individuals.

GUIDING QUESTIONS

The following essential questions will help to structure scholars’ inquiry over the course of the workshop:

1. How did the development of colonial America depend on the institution of slavery?
2. What were the conversations around slavery and enslavement during the time period surrounding the American Revolution and subsequent establishment of a new nation governed by the Constitution?
3. How can historic sites be used as resources to understand the often hidden history of slavery in colonial America?
4. In what ways can the written and physical record be biased, obscuring our ability to rely on these resources to better understand slavery and the lives of enslaved individuals? How can we adjust the ways that we look at these resources in order to learn more of what they have to offer?
5. What issues related to slavery persist in our society today and why?

6. How do we teach the difficult narrative of our nation's past? What choices are implicit or explicit in the ways that we discuss this topic? How can we teach it more fully and accurately in our classrooms today?

LANDMARKS WORKSHOP DIRECTORS

Dr. Leslie M. Harris, Northwestern University (Academic Director)

Margaret Hughes, Historic Hudson Valley (Program Director)

FACULTY & STAFF

Dr. Myra Young Armstead, Bard College (Visiting Lecturer)

Dr. Christy Clark-Pujara, University of Wisconsin-Madison (Visiting Lecturer)

Michael Lord, Historic Hudson Valley (Guest Lecturer)

Joe McGill, Slave Dwelling Project (Visiting Lecturer)

Dr. Jacqueline Simmons, Teachers College, Columbia University (Visiting Lecturer)

ADVANCE READING

This Landmarks workshop will use as a guiding text Historic Hudson Valley's interactive documentary website *People Not Property: Stories of Slavery in the Colonial North* (www.peoplenotproperty.hudsonvalley.org). This text shapes the overarching narrative of the week, provides daily themes, and will be the basis for the final project. For this reason, scholars should spend significant time familiarizing themselves with the website content prior to the workshop.

Additionally, for a scholarly overview of the history of slavery in America, scholars will read Heather Williams's *American Slavery: A Very Short Introduction* (2014), a copy of which will be mailed to each scholar in the spring.

DAILY READING (Required)

Daily sessions will be a balance of lecture and discussion, combined with an on-site experience. The richness of each day's learning will come from the thoughtful contributions of all scholars to the conversation. To this end, we have carefully selected required preparatory materials (drawn largely from *People Not Property*), so that everyone comes with a shared body of knowledge. For each chapter of *People Not Property*, scholars are expected to review all materials contained in the chapter (including "books," videos, and any infographics) as part of the reading assignment. *People Not Property* is available online in totality, so scholars wishing to get ahead may begin this reading well in advance of the workshop.

Texts aside from assignments from *People Not Property* are available on the website (<http://apps.hudsonvalley.org/nehinstitute/>) unless otherwise indicated. They may be accessed

via the dropdown menu under Participant Log-in (section: Readings, password: (b) (4)). All texts should be downloaded for ongoing use after the workshop ends.

ADDITIONAL READINGS AND RESOURCES (Optional)

Recognizing that each scholar will have different specific areas of more specialized interest, a recommended readings and resources list is provided. All of these can be accessed via the readings tab on the workshop website (see above).

CLASS SESSIONS & READINGS

Sunday: Welcome & Introductions
HHV Headquarters, 639 Bedford Road, Pocantico Hills, NY
Faculty: L. Harris, M. Hughes, M. Lord

Learning Objective

Establishment of a cohort via participant introductions and faculty welcome and introductory remarks on the week ahead.

Readings Due

- National Endowment for the Humanities, “Principles of Civility.”
- Gallas, Kristin and James DeWolf Perry (ed.). *Interpreting Slavery at Museums and Historic Sites*. (2014). Chapters 1 & 2.

Welcome dinner, with special remarks by Waddell Stillman, President of Historic Hudson Valley, and Dr. Elizabeth Bradley, Vice President of Programs and Engagement

Monday: Defining Slavery
Philipsburg Manor, 381 North Broadway, Sleepy Hollow, NY
Faculty: L. Harris, M. Hughes, M. Lord, HHV Staff

Guiding Questions

How did enslavement become so crucial to the development of the American colonies? How can a historic site be read as a resource to understand slavery and enslavement?

Morning

Lecture & Discussion: Introduction to Studying Slavery

Dr. Harris will provide a historical overview of slavery in colonial America, including the institutions that developed around slavery and how slavery was built into the political structures of colonial government.

Site Visit, Part I: Philipsburg Manor, Upper Mills

In small groups, participants will rotate through four stations: manor house, water-powered mill, activity center, and farm, paying particular attention to the roles of the enslaved individuals who lived and worked here in the year 1750.

Afternoon

Site Visit, Part II: Philipsburg Manor, Upper Mills

Participants will continue with station tours.

Wrap-up Conversation

What can we learn from historic sites? Share-out of observations on ways of reading a site.

Final Project Introduction

Explanation of final projects, with a walk-through of *People Not Property*. Scholars consult with workshop staff on ideas for their final project.

Required Readings

- *People Not Property*
 - Introduction (video)
 - Chapter 1: Defining Slavery
 - TimeMap
- Cep, Casey. “The Fight to Preserve African-American History,” *The New Yorker*. (January 27, 2020).

Tuesday: Being Enslaved

Morning: HHV Headquarters, 639 Bedford Road, Pocantico Hills, NY

Afternoon: Van Cortlandt Manor, 525 S Riverside, Croton-on-Hudson, NY

Faculty: C. Clark-Pujara, L. Harris, M. Hughes, M. Lord, HHV Staff

Guiding Questions

How did the experience of enslavement vary for individuals, geographically and over time? What did the conversation of freedom surrounding the American Revolution mean for how slavery was considered in the North? How did enslaved individuals maintain familial relations and continue their cultural identities, in spite of enslavement?

Morning

Lecture & Discussion:

Dr. Clark-Pujara explores the histories of enslaved individuals in the North, tracing slavery in the colonial era, through the American Revolution, and into the New Nation period.

Afternoon

Site Visit: Van Cortlandt Manor

Tracing the time frame presented by Dr. Clark-Pujara in the morning, scholars will explore the manor house and ferry houses at Van Cortlandt Manor. They will explore how diversity of socio-economic status, race, free/enslaved, male/female, and other designations played out for different groups at this site in the years surrounding the American Revolution.

Required Readings

- *People Not Property*
 - Chapter Two: Being Enslaved
- Clark-Pujara, Christy. (2016). *Dark Work: The Business of Slavery in Rhode Island*. (selections)

Wednesday: Choosing Resistance

New York City

Faculty: L. Harris, M. Hughes, M. Lord

Guiding Questions

What does it mean to resist? What forms did resistance take? What is the responsibility of a city in acknowledging its past history of enslavement? How can we read the 21st-century landscape of New York City for clues about its past as a center of enslavement?

Morning

Site Visit: African Burial Ground, National Park Service

Walking Tour: Slavery in Lower Manhattan

Afternoon

Archives: Guided Tour, The Schomburg Center

Required Readings

- *People Not Property*
 - Chapter Three: Choosing Resistance
 - Video: Fighting Back>Burning the City of New York
- Nazaryan, Alexander. “New York City Would Really Rather Not Talk About Its Slavery-Loving Past,” in Newsweek. (4/15/2015).

Scholars will travel via round-trip Metro-North (Hudson Line) train from Tarrytown to Manhattan. Commuting participants may either meet the group in Tarrytown or otherwise coordinate their own on-time arrival to the African Burial Ground. Participants may choose to return to Tarrytown with the group or may remain for an evening in the city and travel back on their own.

Thursday: Pursuing Justice I

Morning: Jay Heritage Center, 210 Boston Post Rd., Rye, NY

Afternoon: HHV Headquarters, 639 Bedford Road, Pocantico Hills, NY

Faculty: M. Armstead, L. Harris, M. Hughes, HHV Staff

Guiding Questions

In what ways has a history of enslavement contributed long-term to a collective understanding of the great estates of coastal New York and the Hudson River Valley? What did American independence mean for enslaved individuals? How have some northern historic sites chosen to address slavery at their sites? What has been the effect of northern states distancing themselves from their past history of enslavement?

Morning

Site Visit: Jay Heritage Center

Lecture & Discussion: Slavery, Race, and the Development of a Cultural Landscape
Dr. Armstead will discuss her work on James Brown, an enslaved gardener.

Afternoon

Final project work time

Scholars will have designated time to work on their final projects

[alternating with]

HHV Archives

Rotating through small groups, scholars will visit the HHV Archives to explore documents relating to slavery at Philipsburg Manor and Van Cortlandt Manor, including letters referencing the work of enslaved individuals, bills pertaining to education and medicine, and discussions of manumission.

Readings Due

- *People Not Property*
 - Chapter Four: Pursuing Justice

Friday: Pursuing Justice II

Philipsburg Manor, 381 N. Broadway, Sleepy Hollow, NY 10591

Faculty: L. Harris, M. Hughes, M. Lord, J. McGill, J. Simmons

Guiding Questions

How have institutions like historic sites and schools consciously or unconsciously made decisions about the presentation of the history of slavery? What are ways in which we can begin to better understand the full picture of slavery in America? How can we look at the physical record (written and built) in new ways to ask questions and understand this history better?

Morning

Lecture & Discussion: The Hidden Curriculum

Dr. Simmons will discuss ways that curricular choices, whether intentional or unintentional, affect the way we shape our prioritization of the historic record. Drawing from examples that scholars have observed over the course of the week, Dr. Simmons will help scholars think more broadly about integrating the history of slavery more intentionally in the teaching of American history.

Lecture & Discussion: How Do We Know What We Know?

In follow-up to the earlier lecture, Dr. Harris will lead a discussion on limitations to the written and physical record as a result of historic bias. The conversation will address the limited number of kinds of documents relating to enslaved individuals as well as modeling ways that these documents can be examined in a more nuanced way. Scholars will come away with a better understanding of the questions to ask such historic documents.

Afternoon

Project Work Time

Scholars will have free time to work on their final projects and consult with workshop faculty.

Lecture & Discussion: The Slave Dwelling Project

Mr. McGill will share his experiences inhabiting the spaces of enslaved individuals in states North and South through overnight stays at historic sites. Fundamentally based on the primacy of place, this work speaks to the importance of preservation of historic spaces used by enslaved individuals, something that has not always been prioritized by historic preservationists.

Evening

Dinner at Philipsburg Manor: African Diaspora & African Foodways in America

Grounded in Philipsburg Manor's "slaves' garden," a dinner on the final night will feature African American ingredients and cooking practices, highlighting cultural connections maintained by enslaved Africans.

Optional Overnight

Scholars who wish to do so may join Mr. McGill in sleeping in one of the historic structures at Philipsburg Manor or Van Cortlandt Manor. (One week Mr. McGill will stay at Philipsburg Manor; the other week, he will stay at Van Cortlandt Manor.)

Readings Due

- Hess, Diana E. (2009). “Skillful Teaching of Controversial Issues Discussions,” In *Controversy in the Classroom: The Democratic Power of Discussion*. Ch. 4. (pp. 53-76).
- *People Not Property*
 - Chapter 2: Being Enslaved
 - Video>Creating Identity; Retaining Culture>Foodways
 - Chapter 4: Pursuing Justice
 - Video>Erasing History
 - Video>Studying Northern Slavery

Saturday: Final Conversation

HHV Headquarters, 639 Bedford Road, Pocantico Hills, NY

Faculty: L. Harris, M. Hughes, M. Lord, J. McGill

Guiding Questions

How can we most effectively bring this content into 21st-century classrooms?

Morning

Wrap-up conversation with J. McGill

Participants in the overnight will share their experiences with the larger group. Mr. McGill will offer his final comments on the experience.

Final Discussion: Returning to the Classroom

Dr. Harris and Ms. Hughes will lead feedback from the group as scholars present their work on their final projects.

The Landmarks Workshop will conclude at noon on Saturday morning.

GUIDELINES FOR FINAL PROJECT

Over the course of the Landmarks workshop, scholars will make use of Historic Hudson Valley’s interactive documentary *People Not Property: Stories of Slavery in the Colonial North* as a guiding text. For their final projects, scholars will create lesson plans designed for their classrooms that make use of this resource. The format of these final projects will be flexible, in order to allow scholars to develop a project that will be of most use to their students. Scholars should draw from multiple points within *People Not Property*, supplementing the information and resources on this website with content and materials drawn from the experiences of the workshop overall.

Scholars will have designated time over the course of the workshop to work on these projects and to receive feedback from the Program Director. Scholars will share their work with their

colleagues on the final morning. All projects will be shared with the cohort via the workshop website and made available to the public via the Teacher Resources tab of *People Not Property*.

READING LISTS

All readings that are not found on People Not Property can be accessed via the readings tab on the workshop website. Password: (b) (4)

Advance Reading

Williams, Heather. *American Slavery: A Very Short Introduction*. (2014)

Required Reading

Cep, Casey. "The Fight to Preserve African-American History," *The New Yorker*. (January 27, 2020).

Clark-Pujara, Christy. *Dark Work: The Business of Slavery in Rhode Island*. (2016).

Gallas, Kristin and James DeWolf Perry (ed.). *Interpreting Slavery at Museums and Historic Sites*. (2014).

"People Not Property: Stories of Slavery in the Colonial North." Historic Hudson Valley, 2019, <https://peoplenotproperty.hudsonvalley.org/>.

Hess, Diana E. "Skillful Teaching of Controversial Issues Discussions," In *Controversy in the Classroom: The Democratic Power of Discussion*. (2009).

Nazaryan, Alexander. "New York City Would Really Rather Not Talk About Its Slavery-Loving Past," in *Newsweek*. (4/15/2015).

Additional Readings & Resources

Blumrosen, Alfred. *Slave Nation: How Slavery United the Colonies and Sparked the American Revolution*. (2006)

Brown, Christopher L. "Slavery and Antislavery, 1760-1820," in *Oxford Handbook on the Atlantic World, c. 1450-1820*. (2011).

Coates, Ta-Nehisi. *Between the World and Me*. (2015)

Eltis, David and David Richardson, *Atlas of the Transatlantic Slave Trade*. (Yale University Press, 2010).

Eltis, David, et. al. *Voyages: The Trans Atlantic Slave Trade Database*. www.slavevoyages.org.

Farrow, Anne C.T. *Complicity: How the North Promoted, Prolonged, and Profited from Slavery*. (2005)

Hodges, Graham Russell. *Root and Branch: African Americans in New York and East Jersey, 1613-1863*. (1999).

Kahn, Andrew and Jamelle Bouie, "The Atlantic Slave Trade in Two Minutes," *Slate.com*, June 25, 2015.

Rediker, Marcus. *The Slave Ship: A Human History*. (2007)

Shorto, Russell. *Island at the Center of the World*. (2002)

Primary Source Documents

The Massachusetts Body of Liberties, 1641.

New York slave codes

Van Cortlandt, Pierre to Philip Van Cortlandt, Letter, circa 1789. V1777. Van Cortlandt Family Papers. Manuscript Collection. Historic Hudson Valley.

Van Cortlandt, Pierre to James Mandiville, Letter dated January 5, 1799. V1708F. Van Cortlandt Family Papers. Manuscript Collection. Historic Hudson Valley.

Wheatley, Phillis. "To the Right Honourable William, Earl of Dartmouth" (1772). Poems on Various Subjects, Religious and Moral. London, 1773.