



Figure 1. Arcola Quarters for the Enslaved/History Behind the Scenes

Figure 2 Mary Anna Randolph Custis. *Portrait of Enslaved Girl*, 1830/ The Colonial Williamsburg Foundation

ARCOLA QUARTERS FOR THE ENSLAVED

INTERPRETIVE MASTER PLAN Loudoun County Parks, Recreation and Community Services Arcola, Loudoun County, Virginia

VOLUME 1 - REVISED REPORT
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Arcola Quarters for the Enslaved

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Executive Summary

This Interpretive Master Plan (IMP) for the Arcola Quarters for the Enslaved (AQE) is to be considered a “living” document. During the Phase I Archeological study a one-acre Archeological easement was placed around the AQE artifact. As new information is uncovered during the archeology phase of development it is expected that these findings may change the interpretation of this plan. Much of this report contains recommendations from the consultant that produced this original document and may not necessarily remain as accepted or final plans for the site and its interpretation. It is expected that this document will be updated as needed.

The goal of the Arcola Quarters for the Enslaved (AQE) Interpretive Master Plan (IMP) is to determine what interpretive services and techniques will best communicate the most important stories, values, meanings and ideas of the site to the visiting public while preserving and utilizing the extant historic structures and site features. One purpose of the IMP process for the AQE is to create a mission statement, interpretive themes, and goals and objectives to drive the development of the site. Collectively, they form the infrastructure that defines the reasons the site exists and has historical significance. This report has six chapters:

Chapter 1 looks at the evolution of the site, in three sections entitled: Slavery in Virginia: A Commentary; Overview/Slavery in Loudoun County, Virginia; and A History of the Lewis Farm Property. In addition, it assesses the site’s resources and potential audiences.

Chapter 2 develops an interpretive infrastructure for AQE that explains the site’s mission and the development of interpretive themes, goals, and objectives. Chapter 3 presents an interpretive concept to serve as a foundation for future site development and interpretive programming. Chapter 4 provides recommendations for growing interpretation at AQE in the areas of visitor experience, physical resources/cultural landscape, collections, exhibition spaces, other interpretive tools, public programs, and research recommendations. Chapter 5 focuses on establishing the interpretation of both sides of the Arcola Quarters for the Enslaved (AQE) building, the earlier side in 1830 and the later side in 1850. It includes furnishings and historical clothing plans, and the research that supports each. Chapter 6 offers projected costs and recommends resources for facilities development and interpretive elements.

Most of the information we have about the men, women, and children enslaved by the various members of the Lewis family is genealogical, due to the very diligent and focused work of Arlean Hill and other descendants of enslaved individuals owned by the Lewis family. This means we know something of the individuals and family groups who lived at Arcola and at the other Lewis family properties, but we know little about their work routines, relationships with the Lewises,

and their day-to-day lives. Legal documents, such as Judgements and Chancery cases, wills, estate division documents, estate sale records, and executors' accounts, give some information about the Lewis families, their enslaved workforce, and their material culture. To compensate for the lack of Lewis family letters, diaries, account books and other financial records that would provide insights into the lives of the enslaved, this report turned to oral histories, known as slave narratives, to build a portrait of the lives of those enslaved by the Lewis family.

This IMP proposes that future historic interpretation at the AQE operate with the following mission:

To preserve Arcola Quarters for the Enslaved for future generations and to educate the public about the rich African American heritage in Loudoun County, Virginia.

This mission statement falls under the under outcome-based community services and stewardship aspects of the PRCS Mission Statement:

Our mission is to provide outstanding recreational and leisure activities, outcome- focused community services and stewardship of our natural resources to promote quality of life for Loudoun's residents and visitors.

The IMP develops a main interpretive theme (African-American Heritage in Loudoun County, Virginia) and three interpretive subthemes that, together with their individual interpretive storylines and components, form its interpretive infrastructure. The three interpretive themes, (Family and Community, Architecture and Preservation, and Plantation Operations) are each fleshed out through individual storylines and components that suggest more specific content for interpretive elements and programs. For example, the storylines for the Family and Community theme are:

- Religion
- Domestic Life
- Family and Community
- Work
- Consumer Economy

In addition, this IMP offers interpretive goals that provide parameters for further interpretive development and interpretive objectives, which are statements of desired visitor experiences. It

provides recommendations for fulfilling these interpretive goals, suggested implementation IMPs for physical resources, public programs, and furnishings. Program formats for adults, youth and school groups include a menu of “*Arcola à la Carte*” programs, which are a series of heritage and community programs along with daily self-guided tours. The built environment of AQE will function as a backdrop for both dynamic living history programs and static museum displays to form a varied visitor experience.

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Introduction

The Arcola Quarters for the Enslaved (AQE), located in the Arcola area of Loudoun County, Virginia, is owned by the County of Loudoun and managed by the Loudoun County Parks, Recreation and Community Services Department (PRCS). It is an undeveloped historic site, located on the former Lewis Farm² site. The property was owned by the locally-prominent Lewis Family for over 200 years and populated by family members and enslaved individuals. There are two structures on the site: an architecturally-significant nineteenth-century stone quarters for the enslaved and a 1930s American Foursquare farmhouse, built on what is probably the foundation of the original Lewis family residence. Like all of its kindred institutions, it has two separate and distinct components that make up its history: its *historical past* and its *present status*. To align these two components so that AQE can develop as an historic site, evolve its interpretation, create appealing interpretive and educational programs for future visitors, and establish its visibility locally, regionally and state-wide, PRCS contracted with History Behind the Scenes (HBTS), a consulting firm, to develop this Interpretive Master Plan (IMP).

The goal of the IMP is to develop a plan to bring history to life at AQE. To do this, the IMP offers an interpretive infrastructure; a plan for the development of the historic site; and a preservation plan for the stone quarters for the enslaved.

As part of the IMP process, consultants researched Lewis family-related records at the Library of Virginia in Richmond and other primary source materials; conducted an audience/market evaluation; assessed Loudoun County archaeological collections; reviewed physical resources through AQE site visits; and consulted with preservation architects as well as material culture and historic clothing specialists. They met with the Friends of the Slave Quarters (FOSQ), PRCS staff, and community stakeholders. Unfortunately, HBTS found no private Lewis family papers and records to review. The circumstances of the COVID-19 pandemic prevented further in-person research at the Library of Virginia, including the records of the Little River Turnpike, which might have records of enslaved men from AQE who might have been hired by the turnpike company. Newly-digitized Loudoun County records and further online research reveal that Lewis family members moved to Kentucky in the mid-19th century. It is entirely possible that Lewis family records can be found there, and more research in Kentucky repositories is recommended.

The Covid-19 pandemic forced an extended shutdown of many living history museums and historic sites across the United States in the spring of 2020. Most of these sites quickly developed

² Lewis Farm is the historic name for the property that is now AQE. It appears in numerous public records. This IMP will use the Lewis Farm name when referring to the site in an historic context and AQE when discussing the current AQE.

new online resources, including virtual public programming, virtual school programs and redesigned websites, to maintain their visitor base. The revised Arcola IMP reflects these changes with an updated bibliography, graphics, and revised texts in many areas of the report. This profound change living history site operations came about rapidly and will influence the way Arcola Quarters for the Enslaved operates in the future.

This IMP is informed by the following:

- Lewis family public records, including wills, estate accounts, estate inventories; chancery court cases;
- the HBTs Access database developed from Lewis family wills, estate accounts, estate inventories;
- Archives, Friends of the Arcola Slave Quarters Project (FOSQ);
- Enslaved and descendent genealogies developed by Arlean Hill;
- National Register of Historic Places Nomination, Arcola Slave Quarters;
- Archaeological Surveys Arcola and Goupda Properties;
- Arcola Slave Quarters entry, <https://arch.umd.edu/research-creative-practice/special-projects/virginia-slave-housing/research/building-inventory>
- Slave Narratives from the 1930s Work Progress Administration (WPA) and the 1850s abolitionist compilation, *The North-Side View of Slavery*;
- Primary sources such as period newspapers, visual images of enslaved life, and diaries and private papers from those not members of the Lewis family; and
- “Teaching Hard History,” a curriculum for teaching the history of slavery from the Southern Poverty Law Center, which became the launchpad for developing school programs for the Arcola Quarters for the Enslaved.

It includes an Introduction, Executive Summary, six chapters and sixteen appendices. Chapter titles include:

- Chapter 1 – Assessment of Current Resources and Audience;
- Chapter 2 – Establishing an Interpretive Infrastructure;
- Chapter 3 – The Arcola Quarters for the Enslaved Interpretive Concept;
- Chapter 4 – Growing Interpretation at Arcola Quarters for the Enslaved;
- Chapter 5 – Interpreting the Arcola Quarters for the Enslaved; and
- Chapter 6 – AQE/ Proposed Project Budget.

Arcola Quarters for the Enslaved
Interpretive Master Plan - Revised

The IMP utilizes acronyms throughout. The table below lists those that appear most frequently.

Name	Acronym
Arcola Quarters for the Enslaved	AQE
Friends of the Slave Quarters	FOSQ
History Behind the Scenes	HBTS
Interpretive Master Plan	IMP
Parks Recreation & Community Services, Loudoun County	PRCS
Loudon County Public Schools	LCPS
Standards of Learning	SOL

Chapter 1: Assessment of Current Resources

1.1 Evolution of Arcola Quarters for the Enslaved (AQE)

The historical roots of AQE go back to the settlement of the Virginia Colony in the early seventeenth century. Its evolution was spurred on by the development of the tobacco trade and the establishment of slavery in the colony. Later events impacted the lives of the enslaved in Virginia and set the stage for the interpretation of the Arcola Quarters for the Enslaved (AQE).

They include the:

- American Revolution (1776-1783), which allowed the infant United States to take control of British holdings in the deep South and open them for settlement and economic development.
- Decline of tobacco cultivation Virginia in the late 18th century, due to soil exhaustion.
- Rapid growth of cotton cultivation in the Deep South (after 1800), which created a significant demand for enslaved workers; and
- Act Prohibiting Importation of Slaves (1808), which prohibited the importation of enslaved persons into the United States.

Section 1.1 fills in the details of the evolution of AQE by providing a commentary on slavery in Virginia; an overview of slavery in Loudoun County; a history of Lewis Farm (LF) property and an assessment of its present status as Arcola Quarters for the Enslaved Historical Park (AQE).

1.1.1 Slavery in Virginia: A Commentary

Slavery, the practice of human beings owning other human beings as chattel or moveable property, has existed throughout the human experience. The beginnings of the American system of slavery, where persons of European descent owned persons of African descent and Native Americans, occurred in the 17th century. It became the dominant labor system in the American colonies not only in response to economic necessity but also because of European ideas about class, power, status and race.

In Virginia, the population, free and enslaved, concentrated in the Tidewater region during the 17th Century. There:

- Slavery in the American colonies developed in Virginia, site of the first permanent English settlement (Jamestown, 1607).
- The first Africans arrived in Virginia in 1619 and were regarded as a “special” category of

labor (“Negroes”), set apart from white, Christian servants.

- Immigration to Virginia by those seeking to make their fortune by the cultivation of tobacco—middling farmers as well as those with greater wealth and status—greatly increased in the 1640s and 1650s.
- English settlers introduced tobacco cultivation to Jamestown in 1612; by 1617 its cultivation was well established.
- Tobacco, a labor-intensive crop, required a cheap and readily available labor supply to make a profit for the planter.
- The African slave trade was already in place, bringing the enslaved to the West Indies and from there to the North American continent.
- Although specific laws legalizing slavery were not enacted before 1660, the legal distinctions between white and black men, and white and black women, were in place in Virginia by 1643.

By the late 1600s, about 80 years after the settlement of Jamestown, three factors came together to propel the expansion of slavery on a broad scale:

- The expansion of tobacco as a cash crop and growth of the amount of land under cultivation required many more workers than could be satisfied by indentured servants alone.
- The Royal African Company lost its monopoly on the English slave trade in 1698, increasing the number of enslaved Africans available for purchase by colonists, thus furnishing a much-expanded labor pool.
- Tobacco prices fell catastrophically at the beginning of the 18th century, ruining many small farmers. This left the tobacco trade open primarily to wealthy planters, who had the capital to purchase the cheap and self-propagating labor needed to conduct the labor-intensive cultivation that the crop required.¹

With the demand for tobacco in European markets remaining steady, an understanding legal system (made up mostly of the tobacco planters themselves), and a ready supply of labor available first from the Royal African Company and then from other slave traders, slavery became widespread in Tidewater Virginia by 1700.

¹Samuel Eliot Morison *et al.*, *A Concise History of the American Republic* (New York: Oxford University Press, 1977), p.23; Lorena S. Walsh, *Motives of Honor, Pleasure, & Profit: Plantation Management in the Colonial Chesapeake, 1607-1763* (Chapel Hill, NC: University of North Carolina Press, published for the Omohundro Institute of Early American History and Culture, 2010), Introduction and Chapters 1-3; “Enslaving Virginia Sourcebook for ‘Becoming Americans: Our Struggle to Be Both Free and Equal 1999,’” Colonial Williamsburg Foundation, 1998.

1.1.2 Overview/ Slavery in Loudoun County, Virginia

18th Century

Before 1722 the area of the Virginia Colony between the Tidewater and the Blue Ridge was a frontier area and Native American hunting grounds. That year, the governor of Virginia signed the Treaty of Albany, which effectively restricted the Iroquois to the lands west of the Blue Ridge Mountains. This act opened the area (including Loudoun county) to settlement by colonial planters, whose agricultural practices were rapidly exhausting Tidewater lands.

Loudoun County was part of the Northern Neck Proprietary, a large land grant made by Charles II of England in 1649 to six of his followers. At the time of the Treaty of Albany, Thomas, 6th Lord Fairfax, controlled the Proprietorship. A descendant of one of King Charles II's original grantees of the Northern Neck Proprietary, he made land grants to wealthy Tidewater planters. They, in turn, became absentee landlords, set up satellite operations in Loudoun County on their new lands while maintaining their main holdings in the Tidewater. As absentee landlords, they populated their holdings mostly with enslaved males and white overseers to work the land, cultivating corn, wheat and tobacco.

By 1749, an estimated four hundred enslaved individuals lived and worked in what is now Loudoun County. A few years later, in 1757, the Virginia House of Burgesses divided Fairfax County, forming Loudoun County from its westernmost lands. Five hundred fifty (550) enslaved individuals lived in the county. Sixty-five percent of these enslaved workers (approximately 357 people) belonged to absentee landlords.²

The population of Loudoun County (both free and enslaved) grew rapidly during the second half of the 18th century as more land opened for settlement (See Table 1.1.2a below). The number of absentee landlords diminished as more planters relocated to their Loudoun holdings, bringing their enslaved workforce with them. This new workforce, which included women (largely domestic servants), changed the nature of enslaved life in the county. Previously, the enslaved population had been largely male laborers, whose labor was necessary to clear and cultivate new lands. By the time of the first United States Census in 1790, 4,213 enslaved individuals lived in Loudoun County. They made up twenty-two percent of the population, a figure that did not change significantly before the end of slavery in the United States.

² <https://www.loudounhistory.org/history/african-american-chronology/> (Accessed November 19, 2021.).

Reverend Charles Green, an Anglican minister, conducted “a census of lands to become Loudoun” in 1749 in an early recording of information about the enslaved population in what was to become Loudoun County.

Table 1.1a – Population of Loudoun County, 1749 -1790 ³

Date	White Population	Enslaved Population	% of Population Enslaved	Note
1749	1,800	400	22%	Rev. Charles Green census
1757	3,500	550	15.7%	Loudoun County Established
1764	5,800	1,100	18.9%	End of French and Indian War
1773	11,000	1,950	17.7%	Eve of American Revolution
1790	18,962	4,213	22.2%	1 st U.S. Census

19th Century

The enslaved population of Loudoun County peaked at 6,078 persons in 1800 (29.6% of the total population), but fell to 5,001 (or 23.4% of the population) by 1810. After 1810, the enslaved population remained stable, ranging between 25.9% and 24.5% of the entire population . This lack of growth, also reflected in the white population, was one indicator of the turbulent nature of the Virginia economy in the decades leading up to the Civil War. “Table 1.1b – Loudoun County Population, 1800-1860” on the following page illustrates these demographics.

Census Year	Total Population	Whites	Free Blacks	Enslaved Population	% Population Enslaved
1800	20,523	15,210	333	6,078	29.6
1810	21,338	15,575	604	5,001	23.4
1820	22,702	16,190	829	5,729	25.9
1830	21,796	16,374	1,079	5,343	24.5
1840	20,431	13,840	1,318	5,273	25.8
1850	22,679	15,681	1,357	5,641	24.8
1860	21,774	15,021	1,252	5,501	25.2

Table 1.1b Loudoun County Population, 1800-1860 ⁴

³*Ibid.*

⁴ Brenda E. Stevenson, *Life in Black & White: Family and Community in the Slave South*. (New York: Oxford University Press, 1996), p. 27.

The seeds of economic distress were present by 1800, when tobacco production began to decline in Loudoun County and elsewhere. The effects of overplanting tobacco, before the introduction of fertilizer and crop rotation, exhausted the soil in Tidewater and Piedmont Virginia. Farmers could not meet the demand for tobacco on the world market. Land values plummeted by over 50% in the first quarter of the 19th century. To counter this, Virginia farmers transitioned to a less labor-intensive grain-based agriculture and the raising of livestock, leaving many with unneeded and costly-to-maintain enslaved laborers.

These they “sold South” to slave traders, who re-sold them to cotton planters in the Deep South. There, labor-intensive cotton cultivation was growing rapidly to meet the demands of the British textile industry . Unlike many, the Lewis Family held on to their land and enslaved workers throughout this transition, which was in process during the periods of construction of the Arcola Quarters for the Enslaved.

1.1.3 A History of the Lewis Farm Property

Members of the family, including its patriarch Vincent Lewis, immigrated to Virginia from Northumberland County, England in the early 18th century. In 1728, Thomas 6th Lord Fairfax, granted 1,750 acres to Anthony Russell, a prosperous planter. In 1746, Vincent Lewis of Fairfax County purchased eight hundred of those acres from Anthony Russell (Fairfax County Deed Book A-293, Fairfax County Deed Book B-147). Vincent Lewis gave 240 acres to his eldest son, John Lewis, in 1754 (Fairfax County Deed Book C-698). In 1757 the Virginia House of Burgesses divided Fairfax County so that when, in 1786, Vincent gave 222 acres to his son, James, the property was now part of Loudoun County (Loudoun County Deed Book P-45). On those acres was constructed what is a rare surviving example of an early 19th-century stone quarters for the enslaved building. It is a one-story, side-gable-roofed stone building that consists of two adjoining sets of two rooms each, erected and joined together in two separate building campaigns (c. 1813 and c. 1845).

Charles’s will stipulated that his estate could be sold if an equitable division could not be reached amongst his nieces and nephews. It also reserved an acre-and-a-half for a graveyard to be enclosed with a fence. To date, that graveyard has not been identified. Charles’s real estate was sold at public auction, and his niece Catherine Darne purchased the home farm in 1844 (Deed Book 4U:202). An October 1843 entry in the accounting of his estate was ““slaves sold” for \$6,350.00.” Entries in 1844 and 1845 identified the sale of three enslaved individuals. (Will Book 2C:73). Additional research should be conducted about the people Charles Lewis enslaved.

When Vincent died in 1796, he left the remainder of the original 800-acre parcel, 338 acres, as well as his house, to his youngest son, Charles Lewis (Loudoun County Will Book E-287). The final disposition of his enslaved workforce is unclear, although Charles may have inherited these men, women and children.

Charles' older brother, James, died in 1826. James left his portion of the Vincent Lewis estate, the James Lewis enslaved laborers, livestock, farming equipment, and household utensils to his daughters Susannah, Catherine, Elizabeth, Martha, and Jane as long as they were unmarried.

Their property was adjacent to Charles Lewis' farm when Charles died unmarried in 1843. As a result of the estate division, James' daughters, Catherine Lewis Darne and Martha Lewis, inherited property that totaled five hundred acres. Their siblings split the remainder. It is not known why Susannah Lewis received nothing from this bequest.

According to US Census records, Martha and Susannah lived at the Lewis Farm into the 1850s. As shown on the 1853 map, their sister, Catherine, lived just east of the site. Catherine Darne sold her half of the Charles Lewis farm property to her sister, Martha Lewis, in 1854; Catherine died about 1866.

Martha Lewis and her sister, Susannah, apparently moved in with their cousin, Thomas Lewis, between 1850 and 1860. Thomas Lewis seems to be the son of John Lewis, the oldest son of Vincent Lewis; Thomas moved to Kentucky and apparently was back in Loudoun County by 1850, when he was enumerated in the census in the same neighborhood as Susannah and Martha Lewis. Thomas Lewis died in 1872, and Martha Lewis died in 1873. In 1883, ten years after Martha's death, the property was sold out of the family. A succession of private families owned the land until the Hazout Corporation purchased it in 1979 and then sold it to Buchanan Partners in 2002. Both intended to develop the land commercially. See Appendix K for a Summary of Deed Research and Property Transfers for the Arcola property.

The map below (Figure 1.1a) shows the approximate locations of the various Lewis family houses, in relation to the standing quarters to the south across Evergreen Mills Road.

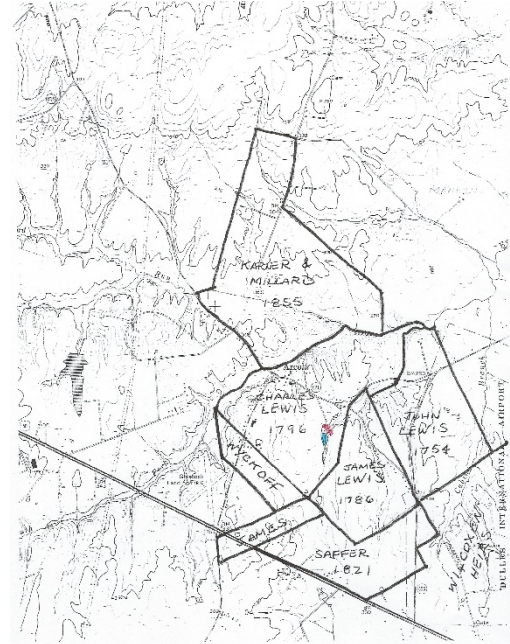
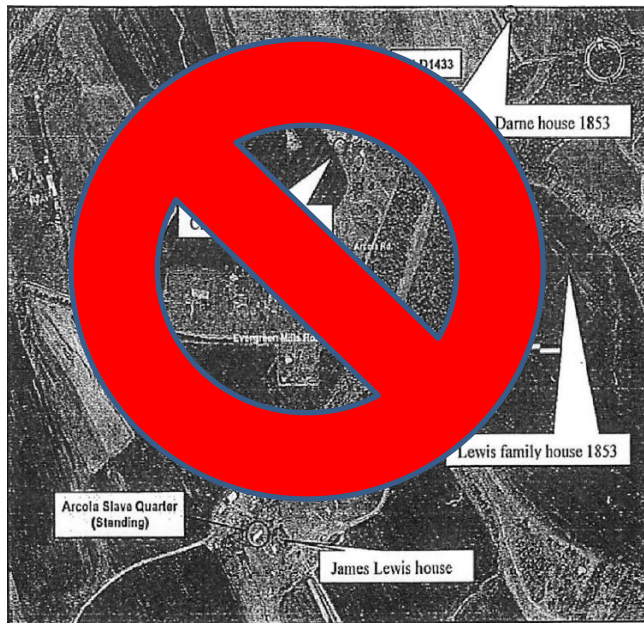


Figure 1.1a Approximate Locations/ Lewis Family Houses and AQE.

Sources

The history of slavery that begins Section 1.1.1 came from a conference presentation by Susan Atherton Hanson, Ph.D. *Interpreting Slavery: A Regional Challenge* (National Association for Interpretation, Region II Meeting: Westview/Goochland Co, VA, March 28, 1996.) It appears in this report as Appendix A. Martha Katz-Hyman reviewed and updated the presentation for this report.

The brief history of the site that follows is taken from the 2007 report prepared by Cultural Resources, Inc., of their phase II and phase III archaeological investigations at site 44LD1433 on the Goupda Property, Loudoun County, Virginia (Original on file in the Loudoun County Historic Preservation Office), a brief history of the county taken from the county's website, the 2008 National Register nomination form, and an architectural report of the Arcola quarters for the enslaved building prepared by Dr. Dennis Pogue and Dr. Douglas Sanford in February 2018.

1.1.4 Present Status

The Arcola Quarters for the Enslaved is in Arcola, one of the fastest growing areas of the county. The street address is 24837 Evergreen Mills Road, Sterling, VA 20164. The historic structure was proffered to the county by the Swiss developer Hazout S.A. The Quarters for the Enslaved is listed on the National Registry of Historic Places and Virginia Historic Landmarks Registry. There is currently no public access to the site.

In March 2020, the Loudoun County School Board awarded the contract for the construction of the Elaine E. Thompson Elementary School on an adjacent property. Ms. Thompson was a life-long Loudoun County resident and African American historian. It will open in Fall 2022.

1.1.4.1 PRCS Historic and Cultural Sites

The current Arcola Quarters for the Enslaved site is the property of the Loudoun County, VA Department of Parks, Recreation and Community Services (PRCS). Founded in 1966, PRCS has endeavored to meet the needs of Loudoun residents for recreation, leisure, and supportive programs that are diverse, accessible, and affordable. PRCS reaches out to the community through an expansive countywide system of facilities that includes a group of historic/heritage sites. Among these is the undeveloped Arcola Quarters for the Enslaved Site.

Table 1.1c below provides basic information about each PRCS site. The majority of these sites are in the Lanesville Heritage Area within Claude Moore Park, the flagship site for the PRCS system.

Table 1.1c – 2018 PRCS Historic and Cultural Sites

SITE	DESCRIPTION	DATE	LOCATION	USE
CARVER CENTER	George Washington Carver Elementary School, first school built for black children in Loudoun County.	1948	Purcellville	○ Senior Center
E.E. LAKE GENERAL STORE	Two story structure used as general store, bank, dance hall, post office from 1901-1945.	1901	Bluemont	○ Welcome Center ○ Rest Stop
VESTAL'S GAP ROAD <i>Lanesville Heritage Area</i>	Overland route through Blue Ridge Mountains to Ohio used first by Native Americans and later by colonists.	Pre-contact 1720s-1820s	Claude Moore Park/Sterling	○ Trail
LANESVILLE HOUSE <i>Lanesville Heritage Area</i>	Wooden structure use as home, ordinary and post office.	Late 1700s-1807	Claude Moore Park/Sterling	○ Programming & Interpretation

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SITE	DESCRIPTION	DATE	LOCATION	USE
SCHOOLHOUSE <i>Lanesville Heritage Area</i>	School with teacher quarters on second floor	1870	Claude Moore Park/Sterling	○ Programming & Interpretation
FROGSHACKLE NATURE CENTER <i>Lanesville Heritage Area</i>	1860s log cabin moved to current site	1860s	Claude Moore Park/Sterling	○ Nature Center
TENANT HOUSE <i>Lanesville Heritage Area</i>	Building moved 19 th century. Housing for farmhands in 20 th century.	1870s	Claude Moore Park/Sterling	○ Programming & Interpretation
LOUDOUN HERITAGE FARM MUSEUM <i>Lanesville Heritage Area</i>	Museum Building/contemporary. Operated by 501C3 organization.	2000	Claude Moore Park/ Sterling	○ Exhibits ○ School Programs ○ Interactive Opportunities ○ Children’s Programs ○ Special Events ○ African American Heritage ○ American Indians Heritage
SETTLE DEAN CABIN	Restored home of Dean family, former slaves of Thomas Settle	Inherited by Dean family in 1866	South Riding	○ Interpretive Signage ○ Interior used for select special events ○ African American Heritage
ARCOLA QUARTERS FOR THE ENSLAVED	Stone Quarters for the Enslaved on Lewis Farm site	1813-1845	Arcola	○ Undeveloped ○ African American Heritage

1.1.4.2 AQE and African American Heritage in Northern Virginia and Loudoun County, VA

Northern Virginia has many active African American Heritage sites covering a variety of historic periods. Loudoun County itself has some identified African American historic communities and museums that interpret this heritage. AQE is the “newcomer” in this heritage arena. It can tap into interest in and ongoing research into, the lives of the enslaved at nearby properties, including Oatlands Plantation (run by the National Trust for Historic Preservation) and Sully Plantation (run by Fairfax County) for inspiration—but AQE must have its own mission to survive. Chapter 2 of this Interpretive Master Plan (IMP), “Interpretive Infrastructure,” provides recommendations that begin to lay out a road map for the Loudoun County Department of Parks, Recreation & Community Services to set the course for the future of the site.

1.2 Historical Resources

1.2.1 Archaeology

In connection with the proposed development of Lewis family property surrounding Arcola Quarters for the Enslaved, Loudoun County required archaeological surveys on two separate parcels of this land but no investigations of the property on which the quarters for the enslaved and the current farmhouse sit. The first project was a Phase I survey conducted in 2005, primarily on what is currently a sod farm but which, in the 19th century, was land owned by Charles Lewis. URS Corporation did this work. Cultural Resources, Inc. conducted the second survey in 2007 along State Route 606, .5 miles east of the Arcola Quarters for the Enslaved. This was a more extensive survey that uncovered the foundations of two 19th-century quarters for the enslaved buildings, most probably built by Charles or Thomas Lewis in the first quarter of the 19th century.

Cultural Resources, Inc. *Phase II and Phase III Archaeological Investigations at Site 44LD1433 on the Goupda Property, Loudoun County, Virginia*. Prepared for Buchanan Partners, June 2007.

URS Corporation. *Phase I Archaeological Study of the Arcola Center Property, Loudoun County, Virginia*. Prepared for Buchanan Partners, April 2005.

1.2.2 Public Records

The public records available for the Lewis family and the property on which the Arcola Quarters for the Enslaved sits are found primarily in the Fairfax and Loudoun County deed books, will books, estate sale records, personal property tax assessments, and chancery suits. They begin with the eight hundred acres Vincent Lewis purchased from Anthony Russell in 1746 through the current ownership of the property by Loudoun County under the stewardship of the county's Department of Parks, Recreation and Community Services. A bibliography of these resources is in Section B.1 (Historical References).

1.2.3 Material Culture

It is expected that during the restoration of the artifact archeology will discover evidence of material culture associated with the enslaved persons living within and near the Quarters. Of the two archaeological investigations noted in Section 1.2.1, only Site 44LD1433, across the street from the Arcola Quarters for the Enslaved, yielded artifacts that can be associated with the site's occupation by the enslaved men, women and children owned by the Lewises. These artifacts can form the basis for proposing a furnishing plan for the Arcola Quarters for the Enslaved, if that is the decision made by the county, or for the acquisition of period antiques to exhibit in a visitor's center or similar facility. Archaeological recoveries from the site of the Settle-Dean Cabin, also

owned by Loudoun County and under the stewardship of the Department of Parks, Recreation and Community Services, will also be useful in this effort.

The wills and probate inventories of the various members of the Lewis family, especially those who lived both on and in proximity to the Arcola Quarters for the Enslaved, are crucial for recreating the material environment in which both the enslaver and the enslaved lived. These records, along with the archaeologically-recovered artifacts, will be important sources for this work.

1.2.4 Other Resources

This report found no Lewis family papers or other private records in Virginia. It is highly unusual for such a prominent family to leave no archival or other evidence of their lives behind. The only available records are Loudoun County and Fairfax County wills, deeds, estate inventories, estate sale records, land tax records, personal property tax records and chancery suits. These provide rare insights into the daily lives of the Lewis Family or their enslaved work force, which are necessary to develop context and interpretation for historic sites.

To compensate for this lack, the IMP relies on slave narratives recorded in the 1850s and the 1930s,⁵ and to a limited supply of visual images,⁶ to provide details of the everyday lives of the enslaved. None of the images and only one of the narratives come from Loudoun County. All of the narratives come from an area west of present day I-95; some originated west of present day I-95 and north of present day I-64.

The only private Lewis family record that became known during the preparation of this IMP was a Lewis family bible.⁷ It belonged to the descendants of James Lewis, who left Loudoun County for Nelson County, KY in 1815, and contains references to their enslaved laborers. The bible is now in the collection of Kentucky Historical Society in Frankfort, KY. Future research efforts in Kentucky may yield more information on Lewis family members who remained in Loudoun County. (See research recommendations in Section 4.7.1/ Historical and Material Culture Research.)

⁵ See Section 3.3.5.1 Slave Narratives.

⁶ See Section 5.3.5 Enslaved Life in Virginia, 1825-1850, Visual Sources..

⁷ Lewis family bible, 1777-1896. <http://www.kyhistory.com/cdm/ref/collection/MS/id/3522>. (Accessed January 14, 2022.)

1.3 Existing Conditions of the Built Environment and Cultural Landscape

1.3.1 Identification/Location

The Arcola Quarters for the Enslaved is in southeastern Loudoun County, Virginia. The building is located on a 14.71-acre tract southwest of Arcola and south of Evergreen Mills Road (VA 621). The site, once part of 1,750 acres owned by the Lewis family from 1744 until the turn of the nineteenth century, now contains the c. 1813 and c. 1845 quarters for the enslaved, a c. 1930 single-family dwelling, and a late-twentieth century maintenance shed. The Quarters for the Enslaved are located on the southern bank of (the now-dry) Broad Run. Loudoun County Board of Supervisors currently owns the site.

Figure 2.3a. Location map for resources within the Arcola Quarters for the Enslaved site



1.3.2 Physical Evolution of the Arcola Quarters for the Enslaved and Associated Site

The 2008 National Register of Historic Places (NRHP)⁸ nomination for the Arcola Quarters for the Enslaved provides an excellent description of the quarters for the enslaved located on the 14.71-acre tract. Combined with observations taken during a September 2017 site visit, the following narrative describes the original construction and physical evolution of the three extant buildings at the site.

(1a) Quarters for the Enslaved - original construction The stone Quarters for the Enslaved was originally constructed as a two-room, one-story side-gabled building with a central chimney. Dendrochronology conducted on timbers within the building date its construction to 1813.⁹ Exterior and interior rubble fieldstone walls are rough cut and laid in irregular courses in a clay bed-mortar and pointed with lime-based mortar. The original section of the building measures approximately 16'-9" [North-South] and 28'-6" [East-West]. Weatherboard siding is located at gable end walls, above the stone exterior walls. A wood-framed opening at gable end walls may have originally contained a shuttered window opening (remnants of pintles for an exterior shutter are extant)¹⁰. The roof and ceiling system, supported by queen-post trusses at gable ends, is composed of rough-hewn square ceiling joists and roof rafters resting on a hand-hewn plate above exterior stone walls.

The south façade features two door openings, providing separate access to the two rooms, or duplex. Two window openings are centered on each interior room at the north elevation. An additional window opening is centered on the first floor (at grade) of the west elevation. Field investigations indicate a matching window opening may have been centered on the east elevation. A one-room cellar (likely a kitchen) is located below the western room of the original section of the building and was accessed by a door at the west elevation, and by an access panel and ladder at the northeast corner of the first-floor room.

⁸ https://www.dhr.virginia.gov/wp-content/uploads/2018/04/053-0984_Arcola_Slave_Quarters_2008_NRfinal.pdf (Accessed February 11, 2022.)

⁹ <https://en.wikipedia.org/wiki/Dendrochronology> (Accessed February 16, 2022.); Douglas W. Stanford and others, Arcola Slave Quarters [West Duplex(I) and East Duplex (II)], University of Maryland Slave Housing Data Base, : 8/5/08; 10/13/08; 3/5/09; 2/2/18, p.2. https://arch.umd.edu/sites/default/files/2020-04/arcoladuplexes_4-29-18.pdf (Accessed January 14, 2022) and https://arch.umd.edu/sites/default/files/2020-04/oxford_dendro_lab_report_2009.pdf (Accessed February 16, 2022.)

¹⁰ Ibid, p. 2.

The double-pen block contains a central fireplace with back-to-back hearths. Like the exterior walls, the fireplace is constructed of rubble fieldstone set in a clay bed-mortar. A large stone lintel tops the first-floor hearth and a stone jack arch lintel is located at the cellar (kitchen) hearth. It appears a simple, wood-framed partition wall on either side of the hearth separated each room. Sawn floorboards sit atop log posts that support floor joists in the western room, above the cellar. The eastern room of the original building has a compacted earthen floor. Wooden floorboards above ceiling rafters indicate the attic space may have also functioned as a loft or garret and may have been continuous (and open) to both rooms of the duplex. Observations by Douglas W. Sanford and Dennis J. Pogue during the February 2, 2018 site visit indicate the use of battens inserted into shallow notches of the wood floor separating the cellar from the first floor room of the westernmost room that may have served as a means to limit smoke and fumes from penetrating the upper room from the kitchen below.¹¹

(1b) Additions The east section was added 30 years after the construction of the original building (Figure 1.3b); dendrochronology completed using samples from original timbers within the eastern section of the Quarters for the Enslaved date its construction to 1845.¹² The rubble stone walls of the exterior abut the original stone walls, and stones are larger and darker in color than the western portion of the building. The eastern section was constructed in the same duplex configuration as the original and measures 16'-9" [North-South] and 31'-3" [East-West]. Construction techniques in the addition vary slightly from the original section. Ceiling and rounded roof rafters exhibit evidence of tree bark. Window openings, centered in each room on the north elevation, are slightly wider and shorter than those openings in the original section. Doors to the duplex rooms, modified to accommodate the storage of large farm equipment and vehicles during the twentieth century, are not original, and limited evidence of the size and configuration of original fenestration survives. Like the original duplex, the two rooms share a central chimney with back-to-back hearths. Wood-framed partition walls separate each space. The addition of wooden floorboards to ceiling rafters created loft spaces. Both rooms have packed earthen floors.

Modern alterations include the door modifications to the eastern addition, the removal of original doors at the western section and the installation of plywood boards to limit access and secure the interior. The original chimney at the western section was removed and replaced by a concrete block stove chimney in the westernmost room. The wood shake roof was installed c. 2010. Original fireplaces have been infilled in the westernmost room and the cellar. Original window openings at the north and west elevations have been infilled. The wooden floor at the

¹¹ Ibid, p. 3.

¹² Ibid, p. 2.

westernmost room, and many wooden floor and ceiling joists, have been replaced.

Figure 1.3b. South elevation of the Quarters for the Enslaved, illustrating the 1813 original duplex and the 1845 addition. Valenzuela Preservation Studio, 2018. (VPS).



(2) American Foursquare House A wood-frame, hipped roof single-family dwelling is located southeast of the Quarters for the Enslaved (Figure 1.3c). The house is located at the top of a slight rise in the surrounding landscape and therefore, the quarters are located downslope of the c. 1930 residence. A dormer is located above the front façade, and the standing-seam metal roof features tall, interior brick chimneys. Exterior walls are clad in wood weatherboards. Plywood sheets cover the original fenestration, to protect and secure the interior of the building. The hipped roof, wraparound porch is supported by Classical columns. The 2008 NRHP nomination notes the house was constructed on top of the original rough-cut, random rubble foundation of the original plantation house.



Figure 1.3c View looking south of the front facade of the c. 1930 American Foursquare single dwelling (VPS 2018).

(3) Maintenance Shed (barn ruins) The original barn was demolished c. 1995, although one of the stone foundation walls remains, according to the 2006 URS archeology report. The current maintenance shed, composed of three, side-gabled storage buildings/sheds, was constructed in the late twentieth century and is not contemporary to other buildings on the site.



Figure 1.3d. View looking north, modern maintenance shed, parking area, and wooden fence (VPS 2018).

1.3.3 Status of Knowledge/Built Environment and Cultural Landscape

The following sources and provided valuable insight to the physical evolution of the built environment and cultural landscape of the Lewis property during the interpretive master plan process.

Primary Sources

Cadastral Maps

Taylor, Yardley, and Publishers Thomas Reynolds & Robert Pearsall Smith. *Map of Loudoun County, Virginia*. Philadelphia: Thomas Reynolds & Robert Pearsall Smith, 1854. Map. <https://www.loc.gov/item/2012589658/>. (Accessed January 14, 2022.)

Barrows, A.S. and Wm. P. Smith. *Map of Fauquier & Loudon sic co's. Va.* [1863] Map. <https://www.loc.gov/item/2002627439/>. (Accessed January 14, 2022.)

Topographic Maps

Chief of Engineers, U.S. Army, Army Map Service. *Middleburg, VA (1933, Revised 1943)*. Online document, Product 261220. <https://store.usgs.gov> (Accessed January 14, 2022.)

Chief of Engineers, U.S. Army, Army Map Service. *Arcola, VA (1943 and 1944)*. Online documents, Product 261624. <https://store.usgs.gov> (Accessed January 14, 2022.)

United States Geological Survey. *Arcola, VA (1968)*. Online document, Product 262467. <https://store.usgs.gov> (Accessed January 14, 2022.)

Historic Aerials

NETRonline. *Historic Aerials of Arcola Slave Quarters (1949, 1952, 1957, 1958, 1964, 1974, 1979, 1981, 1989, 1995, 2002-2003, 2006-2009, 2011-2014)*. Online document, <https://historicaerials.com> (Accessed January 14, 2022.)

Secondary Sources

Andre, Elizabeth Mary, “Arcola Slave Quarters,” *National Register of Historic Places Registration Form*, Richmond, VA: Virginia Department of Historic Resources, 2008.

Elizabeth Mary Andre completed the Arcola Slave Quarters (now Arcola Quarters for the Enslaved) National Register of Historic Places Registration Form for the William & Mary Center for Archaeological Research. The Arcola Slave Quarters was listed in the Virginia Landmarks Register and the National Register in 2008, under NRHP Criteria A and C for architecture and ethnic heritage. The period of significance was defined as c. 1800-1865. As stated in the nomination:

The circa 1800 stone slave quarters in Arcola, Virginia, is eligible with local significance for the National Register of Historic Places under Criterion A, as it contributes significantly to the broad pattern of local history and relates to slavery and African-American heritage, and Criterion C, as it embodies the distinctive characteristics of both early Virginia architecture and methods of slave quarter construction. The building is one of a dwindling number of extant slave quarters and a rare example of a stone slave quarters in Virginia. While altered, the stone slave quarters at Arcola retains a significant amount of historic fabric and is an excellent and rare example of a late-eighteenth- or early-nineteenth-century slave quarters in Virginia. The exceptional quality of its construction has allowed the building to remain standing far longer than the more traditional wood-frame slave quarters, and it also reflects the vernacular building styles of Loudoun County. The building retains integrity of location, design, materials, setting, workmanship, feeling, and association, is in fair condition, and contributes at a local level to the

history of slavery and African-American heritage for the period between 1800 and 1865, encompassing the building's use as a slave quarters prior to the Civil War.

The nomination provides a physical description of the Quarters for the Enslaved, the c. 1930 American Foursquare dwelling and the modern shed located to the west. It provides a brief historic context of slavery in Loudoun County and the Lewis Farm, and an overview of the plantation landscape and Quarters of the Enslaved design. All this helps to place the site within the broad context of 18th- and 19th-century plantations in Loudoun County.

Cultural Resources, Inc., *Phase II and Phase III Archaeological Investigations at Site 44LD1433 on the Goupda Property, Loudoun County, Virginia*, Gaithersburg, MD: Buchanan Partners, 2007.

Phase II evaluation and Phase III data recovery of archaeological site 44LD1433 in southeastern Loudoun County, Virginia. The evaluation was recommended to determine the site's potential for NRHP eligibility. The report provided contextual information on two nearby quarters for the enslaved archaeological sites and historical information on the Lewis family.

Mesick Cohen Wilson Baker Architects, *Conditions Assessment: Arcola Slave Quarters, Loudoun County, Virginia*, 2007.

Cursory survey identifying areas of greatest concern at the Arcola Quarters for the Enslaved (structural and building envelope issues). Conditions were observed at the surface level – non-destructive testing was performed. Report outlines and prioritizes building conditions and provides general recommendations for treatment to correct deficient elements. Diagrammatic plans and elevations and photographs aid in the depiction of current conditions of building elements.

Sanford, Douglas W., Gary S. Stanton, Carter L. Hudgins and Dennis J. Pogue, "Arcola [West Duplex (I) and East Duplex (I)]," *Slave Housing Database*, University of Maryland, 2008, 2009, and 2018.

Researchers from the Center for Historic Preservation at University of Mary Washington, Mount Vernon Ladies' Association and the University of Maryland visited the Arcola Quarters for the Enslaved in 2008, 2009, and 2018 and documented the physical condition of the building and provided insights on the original configuration of the building and the function of each space. A physical description is provided for each major building element. Daniel Miles with the Oxford Dendrochronological Laboratory analyzed wood samples from the Quarters for the Enslaved to provide information on the dates of construction for the east and west sections of the building.

Sanford, Douglas W., “Arcola Slave Quarters (Loudoun County, VA): description and assessment based on previous research (2008-2009) and site visit of 2/2/2018.”

Douglas Sanford and Dennis J. Pogue conducted a field visit at the Arcola Quarters for the Enslaved on February 2, 2018. The site visit report provides a comparative analysis, based on previous research, of the Arcola Quarters for the Enslaved and other examples of double quarters and improved enslaved housing. The report also identifies unusual qualities of the building that sets the Quarters for the Enslaved apart from its contemporary counterparts. The report also provides stabilization, repair, and rehabilitation recommendations for future work at the Quarters for the Enslaved.

URS Corporation, *Phase I Archaeological Survey of the Arcola Center Property*, Gaithersburg, MD: Buchanan Partners, 2007.

Varna G. Boyd, RPA served as Principal Investigator for URS Corporation for a Phase I archeological survey of the Arcola Center Property in 2007. The survey identified potentially significant archeological resources in the project area for a proposed development. The report provided a prehistoric and historic culture context for the project area and summarized previous investigations at the site. Although the survey identified five potential sites and re-identified one previous site, the report recommended no future work for any of the archeological sites or standing structures identified in the Arcola Center project area.

1.3.4 Summary of Existing Conditions/ Arcola Quarters for the Enslaved

Mesick Cohen Wilson Baker Architects conducted a conditions assessment of the Arcola Quarters for the Enslaved in 2007. Architectural historians Mark Wenger and Eric Granola completed a cursory survey to identify problems of greatest concern (structural and building envelope issues) to evaluate the success of contemporary stabilization efforts. The report outlined significant condition issues for each major building element and recommended appropriate treatment methods to stabilize the building prior in anticipation of future restoration and interpretive efforts.

The report includes a summary of the 2007 Condition Assessment and Treatment Recommendations along with a statement on the current condition of each building element.

Arcola Quarters for the Enslaved
Interpretive Master Plan – Revised

Table 2.3a. Summary of Past and Current Condition of Arcola Quarters for the Enslaved.

Building Element	2007 Condition Assessment	2007 Stabilization Recommended Treatment
Roof framing	<p style="text-align: center;"><i>Poor</i></p> <ul style="list-style-type: none"> Multiple ceiling joists have been cut, severing the connection between walls 	<ul style="list-style-type: none"> Reestablish connection between ceiling joists and walls.
Walls	<p style="text-align: center;"><i>Poor</i></p> <ul style="list-style-type: none"> North wall – lower one-third of wall is being pushed out by fill on inside face of wall East wall bows inward (west) at its center line and has areas of Portland cement mortar and patching Northeast corner has shifted north. There are areas of open and eroded mortar joints. Original exterior mortar appears to be clay-based. West wall leans west and is bellied at its center line South wall door openings at Bays 3 and 4 have been enlarged altering the wall structure and lintels. Wall between Bays 3 and 4 is significantly leaning. Random areas have eroded mortar Isolated areas have Portland cement pointing. 	<ul style="list-style-type: none"> Tie north wall into deadman buried on interior side to resist outward thrust. At locations of bowing, jack walls back into place and inject with casein grout to stabilize. Rebuild portions of missing wall where barn doors were installed. Have compositional analysis of bedding and pointing mortars performed to determine appropriate mortar mixes. Remove all Portland cement mortar and patches. Point walls, as necessary.
Roofing	<p style="text-align: center;"><i>Fair</i></p> <ul style="list-style-type: none"> Temporary roll roofing is nearing end of its service life 	<ul style="list-style-type: none"> Research the original roof appearance to determine the materials and method of application employed. Install permanent roof on the building.
Door Openings	<p style="text-align: center;"><i>Fair</i></p> <ul style="list-style-type: none"> All the doors have been removed from the building. It is unknown if they are missing or in storage as part of the stabilization. Door frames range from good to poor. Some elements are missing or severely deteriorated. 	<ul style="list-style-type: none"> Determine if any original or early doors remain. Use original doors as models for fabricating new doors. If no doors exist research designs for historically-appropriate replacement doors. Attention should be paid to match wood species, saw marks, joinery, fasteners and hardware. Conserve and repair door frames. Fabricate new doors based on existing.
Window Openings	<p style="text-align: center;"><i>Poor</i></p> <ul style="list-style-type: none"> All the blinds have been removed from the building. It is unknown if they are missing or in storage as part of the stabilization. Window frames range from good to poor. Some elements are missing or severely deteriorated. 	<ul style="list-style-type: none"> Determine if any original or early blinds remain. Use original blinds as models for fabricating new blinds. If no blinds exist, research designs for historically-appropriate replacement blinds. Attention should be paid to match wood species, saw marks, joinery, fasteners and hardware.

Building Element	2007 Condition Assessment	2007 Stabilization Recommended Treatment
Fireplace and Chimneys	<p><i>Poor</i></p> <ul style="list-style-type: none"> Burrows (see Interior Surfaces below) may be undermining bases/footings of chimneys Bay 1 – the fireplaces on the ground floor and cellar are closed A twentieth-century cement block chimney is installed in Bay 1. Bay 2 fireplace – the mortar joints are extremely eroded. Bays 3 and 4 – sections of the fireplaces are partially collapsed. 	<ul style="list-style-type: none"> Conserve and repair window frames. Fabricate new window frames based on existing. Confirm stability of fireplace bases/footings. Remove twentieth-century cement block chimney. Reopen closed fireplaces in Bay 1. Conserve fireplaces in Bays 2, 3, 4.
Interior Surfaces	<p><i>Poor</i></p> <ul style="list-style-type: none"> Animal burrows are present throughout the building. Rising damp is contributing to the erosion of mortar joints along the bottom one-third of the masonry. Floor and floor framing in Bay 1 are a later addition. Framing needs additional support. Walls and chimney breasts are rendered and limewashed. 	<ul style="list-style-type: none"> Address animal activity. Exterminate and/or prevent access into the building. Refill animal burrows with soil and compact. Rebuild areas of collapsed walls. Point masonry with appropriate mortar. Add supports to Bay 1 floor framing. Gently clean interior surfaces, conserve rendering and limewash, repair as needed, reapply where missing.
Landscape	<p><i>Fair</i></p> <ul style="list-style-type: none"> Uncontrolled vegetation, stumps, rocks, and debris are located around the perimeter of the building. The earth along the west and east sides of the building is eroded from runoff. 	<ul style="list-style-type: none"> Initiate archeology program to document the site prior to ground disturbances. Grade landscape to promote positive drainage away from the building. Remove vegetation from walls of building.

1.4 Media

Although AQE is an undeveloped historic site, it has a media trail, both consumable and digital, to document its story and the efforts of the FOSQ to preserve it. “Consumable media,” in the context of this IMP, refers to paper publications and materials; “digital media” refers to materials found online.

1.4.1 Consumable Media

Newspapers

Available media coverage of the AQE story began in late 1998, after Hazout S.A. proffered the site to Loudoun County. Information about these newspaper articles appears in Table 1.4a below. Later articles, first published as consumable media, now appear online.

Table 1.4a Newspaper articles re: AQE

Source	Date	Author	Title	Note
<i>Washington Post</i>	11/5/1998	Beth Burkstra	A Building with a Past to Be Preserved	Mentions FOSQ
<i>Loudoun Times Mirror</i>	4/7/1999	Beverly Blois	Exposing Loudoun's Roots	Mentions FOSQ
<i>Loudoun Times Mirror</i>	unknown	Jon Eichtenkamp	Stones of Solace	Mentions organizing FOSQ
<i>Washington Post</i>	2/6/2005	Eugene Scheel	Former Slave Quarters A Reminder of Bygone Era	Mentions FOSQ. Available online.
<i>Loudoun Times Mirror</i>	6/28/2012	Hannah Hager	Arcola Slave Quarters a reminder of Loudoun's dark history	Mentions FOSQ. Available online.
<i>Loudoun Times Mirror</i>	6/1/2017	Sophie Desmond	The Slave Dwelling Project coming to Loudoun June 2-4	Mentions FOSQ. Available online.

FOSQ Brochure

FOSQ distributed a serviceable brochure that features the PRCS logo in 2019-2020. It provided basic information, photographs, the inventory of Charles Lewis' enslaved (1843) and a request for donations and membership. It is printed on a lightweight coated paper. This brochure will be useful to the FOSQ for some time to come. The brochure is reproduced in Figures 1.4a and 1.4b below.

Arcola Quarters for the Enslaved Interpretive Master Plan – Revised

How you can help

The Friends of the Slave Quarters invites you to join us in achieving our mission by assisting in conducting historical research, vetting costly restorations, developing historically sound educational programming and interpretive signage. This can only be made possible through dedicated partners, the utilization of valuable expertise, volunteer support and financial resources.

___ Yes, I am interested in volunteering

Please make your donations payable to the **Friends of the Slave Quarters**, a non-profit 501(c)(3) organization.

___ \$15 Individual ___ \$30 Family

___ \$100 Sponsor ___ \$500 Patron

___ \$1,000 Benefactor

Name _____

Address _____

Email _____

Phone # _____

Mail to: Friends of the Slave Quarters
P.O. Box 1251
Leesburg, VA 20177

Email: friendsoftheslavequarters@gmail.com

Inventory of Charles Lewis, 1843

His estate was to be given to the children of his deceased brother James Lewis upon his death.

Slaves:

Jane Turner.....	(\$100.00)
Joe Sprawling.....	(\$100.00)
Lydia Hogan.....	(\$100.00)
Nelson Turner.....	\$250.00
Mary Turner & child.....	250.00
Harry Newman.....	400.00
William Henderson.....	400.00
George Henderson.....	425.00
Sam Owings.....	425.00
Charles Newman.....	400.00
Henry Simms.....	425.00
Tom Simms.....	425.00
Charles Henderson, blacksmith	500.00
Betsey & 3 children	
viz: John, Mary, Betsey.....	525.00
Nelly & her child Nancy.....	400.00
Fanny & her child Martha.....	400.00
Caroline Henderson.....	325.00
Mary Henderson.....	325.00
Eliza Simms.....	325.00
Hanibal Simms.....	300.00
William Simms.....	150.00
Harriet Simms.....	200.00
Gustavia Simms.....	175.00
Charles Simms.....	125.00
Amand Simms.....	50.00
Total.....	\$7,200.00
Deduct valuation of slaves	
As an encumbrance.....	(\$ 300.00)
Net valuation of all the slaves.....	\$6,900.00

Land:

Hometract supposed to be	
500 acres.....	\$4,000.00
Tract bought of Collin Auld.....	\$700.00
Broad Run Tract.....	\$1,000.00
Total.....	\$5,700.00

Friends of the Slave Quarters

Preserving History in Loudoun County,
Virginia



*Building Constructed circa 1800
Located in Arcola, Virginia*

Distinguished Listings:

- National Registry of Historic Places
- Virginia Historic Landmarks Registry



Figure 3.4a – FOSQ Brochure (2018) Outside Page

Our Mission

The mission of the Friends of the Slave Quarters is to preserve the historically significant Arcola Slave Quarters for future generations and to educate the public about the rich African-American heritage in Loudoun County, Virginia.

Our Plan

- Advocate for the continued restoration of the Arcola Slave Quarters structure.
- Develop and implement a Preservation Plan for the 10 acre site and an Interpretative Plan for the buildings and grounds.
- Participate in public awareness efforts for this historic structure and support educational activities concerning history in Loudoun County with an emphasis on African-American culture between the 18th and 19th centuries.
- Sustain a Fundraising Program that supports this plan and mission of the Friends of the Slave Quarters.



Stabilization effort underway

Slave Quarters History lives on...

It is estimated that both portions of this stone building were constructed between the late 1700s and the early 1800s. The western banked portion of the building is the original slave quarters. This early building features a cellar and two rooms on the first floor divided by a centrally placed chimney. The two room plan, divided by a chimney is called "double pen." The eastern portion, also double-pen but lacking a cellar, was added later, doubling the size of the original building.

The lack of a door or passageway between the two blocks indicates that the later half was constructed either to house a separate family or to contain a separate function, such as kitchen space. The proximity of the quarters to the main house strongly suggests it served as a dwelling for the Lewis family house slaves.

House slaves commonly resided within the main house or in a nearby building, often in the same building that housed the kitchen. They generally held closer relationships with the plantation owner's family, aiding in the rearing of children, preparing family meals, attending to personal needs, and serving as traveling companions.

This Stone Building Reveals Loudoun County's American History

The Arcola Slave Quarters is a rare surviving example of a stone slave dwelling in Virginia. This unique building features distinctive characteristics of both early Virginia architecture and regional methods of slave quarter construction. The foundation and first-story walls, constructed of local fieldstone, are an impressive two feet thick. These sturdy stone walls are the reason this building has survived when so many other slave quarters were lost. The wood-framing supporting the gable roof is composed of hand-hewn timbers held together with wooden pegs, a framing method common in Virginia.

Although the methods of construction follow those used in various buildings throughout Virginia, the overall layout establishes that this building was constructed to house slaves. Slave quarters generally feature a one or one-and-one-half story structure capped with a side-gable roof, and containing a single- or double-pen plan. The interior living space is generally arranged around a central hearth and the cramped rooms feature dirt floors, a lack of finishing and a crude living space; all elements visible at the Arcola Slave Quarters.

Figure 1.4b – FOSQ Brochure (2018) Inside Page

1.4.2 Digital Media

AQE has a significant online presence. A Google search for "Arcola Slave Quarters" produces over ten pages of entries, ranging from Wikipedia¹³ to Facebook¹⁴ to the Loudoun County website¹⁵ to

¹³ https://en.wikipedia.org/wiki/Arcola_Slave_Quarters (Accessed November 4, 2021).

¹⁴ <https://www.facebook.com/pages/Arcola-Slave-Quarters/128533387251297> (Accessed November 4, 2021).

the *Washington Post*¹⁶. The Arcola Quarters for the Enslaved page on the PRCS website¹⁷ is one of the most important pages. It provides vital information succinctly in a well-designed professional website. The page makes it clear that AS is a legitimate site falling within the Historic & Cultural Sites section of PRCS and provides a link to an online version of the FOSQ brochure.¹⁸ It spurs public interest and provides a springboard to other online sites for those who wish to pursue its story. See Figure 1.4c on the next page.

The FOSQ also maintains a website that provides information about the history of the AQE site, the people associated with the site and the events happening at the site. It can be found at <https://arcolaslavequarters.org/>. In addition, a Google search for “Arcola Slave Quarters” yields scholarly information about the Arcola National Register Nomination,¹⁹ the Slave Dwelling Project,²⁰ and other historical references. Such a presence is a testament to the efforts of PRCS and FOSQ to bring the story and development needs of AQE to the general public, Loudoun County officials and residents, descendent communities and scholars.

1.5 Interpretive Advantages/ Interpretive Challenges

Table 1.5a below sets out the advantages and disadvantages the AQE site has when developing an Interpretive Master Plan. HBTS will discuss these deeply intertwined aspects of AQE by topic below.

¹⁶ <https://www.loudoun.gov> (Accessed January 14, 2022.)

¹⁶ <https://www.washingtonpost.com/> (Accessed January 14, 2022.)

¹⁷ <https://www.loudoun.gov/1491/Arcola-Quarters-for-the-Enslaved> (Accessed January 14, 2022.)

¹⁸ <https://www.loudoun.gov/DocumentCenter/View/124059> (Accessed January 14, 2022.)

¹⁹ <https://www.dhr.virginia.gov/historic-registers/053-0984/> (Accessed January 14, 2022.)

²⁰ www.slavedwellingproject.org/plantations-and-courthouse-grounds/ (Accessed January 14, 2022.)

Table 1.5a AQE/
Advantages and

Interpretive ADVANTAGES	Interpretive CHALLENGES
Suburban Location	Suburban Location
Development	Undeveloped Site
Friends of the Slave Quarters (FOSQ)	Lack of Primary Historic Resources
County Park System	Focus on Slavery
Dense Population	Crowded Field

Interpretive
Challenges

1.5.1 Suburban Location/ Development/ Dense Population

Suburban locations are a bane and a blessing for historic sites. Their dense populations often feature families who will utilize these sites for years to come. Their wealth generates the public and private support necessary to build, maintain and retain historic sites, such as AQE, that their populations demand. At the same time, the demand for property development to accommodate new residents and businesses puts pressure on, and in many cases threatens, the future of these very sites. If development does not threaten the existence of some historic sites, it certainly impacts them by interrupting historic viewsheds; building abutting housing developments; generating traffic noise and pollution from adjacent highways; and limiting road access due to building and road construction.

1.5.2 Undeveloped Site

The undeveloped state of the AQE site, both physically and historically, is the most significant of these challenges. The core of the site, the actual AQE, needs preservation, restoration and interpretation. There is a c. 1930 American Foursquare farmhouse nearby. In another location, this house could qualify as historic because it is over fifty years old. At AQE, it is historically confusing. The farmhouse sits on the foundation of an original plantation house, obscuring information about that structure. It faces north toward the Quarters for the Enslaved and away from the original entry road--something that would never happen during the historical period of AQE. This report will make recommendations as to how to configure the historic site historically.

The historical configuration will help to determine the placement of contemporary physical features and facilities.

1.5.3 County Park System

AQE is incredibly fortunate to be part of a large, well-funded park system (PRCS) that manages other historic sites. It has the experience of developing these sites and making them accessible to the public. PRCS also has staying power. It can afford to allow AQE to evolve over time, preserving the AQE itself and funding this IMP. In addition, PRCS has a marketing/ PR arm, programming capabilities and maintenance and parks divisions. This support system will provide AQE with funds, staff, parks services, skilled trades people, and maintenance services that smaller independent sites struggle to pay for and, in doing so, sustain it over time.

1.5.4 Lack of Primary Historic Sources

1.5.4.1 Lewis Family

Stories and events detailed in personal correspondence, diaries and journals, financial materials, household documents and business records of the (most likely white) families who lived there propel the evolution of many historic sites. These can be very helpful in learning more about the enslaved. AQE has none of these, which is unusual since the owners were members of the locally prominent Lewis family. Thanks to the Library of Virginia and other online resources, we do have public records: wills, estate accounts, estate inventories, court records plus genealogies, newspapers, an 1843 property description and other publications.

1.5.4.2 The Enslaved

Most of the information we have about the enslaved men, women and children who labored for various members of the Lewis family is genealogical, and due to the very diligent and focused work of Arlean Hill and other descendants of those enslaved by the Lewis family. Through their efforts, we know something of the individuals and family groups who lived at Arcola and at the other Lewis family properties. Other information about these people—their work routines, relationships with the Lewises, and day-to-day lives—is more conjectural and lacking in the details needed to develop interpretive programs and furnish the cabin for the enslaved. To overcome this lack, this report turned to slave narratives.

Slave narratives are stories—written or spoken accounts of connected events, a story or memoir—presented in written or spoken words by enslaved or formerly enslaved persons. In the United States, they first appeared in the 18th century but became more common in the 19th century when

advocates of abolition used them to support their views on slavery and the lives of the enslaved. Some of these narratives were compilations; one of the best known is *The North-Side View of Slavery*, by Benjamin Drew, published in 1856.²¹ “North-Side” refers to Canada, where many of those from the Upper South who’d managed to escape slavery took refuge. The author interviewed these individuals in Canada (primarily Ontario), and published their remembrances and observations in order to gain support for abolition. Fourteen of these interviews were with former Virginians and include a great deal of information on their experiences of enslavement, their surroundings, and the circumstances of their escape. The author edited these interviews to emphasize the brutality of slavery and to make sure the reader would sympathize with the narrator. They remain good sources for enslaved life and the material culture of mid-19th century slavery in northern Virginia.

During the Great Depression (1930s), the Works Progress Administration (WPA) of President Franklin D. Roosevelt’s administration collected more than 2,300 oral histories on life during slavery from those who were formerly enslaved. The Federal Writers’ Project conducted these interviews between 1936 and 1938. They are available as transcriptions from the Library of Congress;²² most of the 26 audio-recorded interviews are held by the Library of Congress. These first-person accounts constitute a valuable source of information about the lives of over 2,000 people, most of whom were teenagers or young adults during the last decade of slavery.

In Virginia, three hundred people were interviewed in 1937 and of those, records of only 157 survive. These have been published in *Weevils in the Wheat: Interviews With Virginia Ex-Slaves*, edited by Charles L. Perdue, Jr., Thomas E. Barden, and Robert K. Phillips.²³ When read carefully,

²¹ Benjamin Drew, *A North-Side View of Slavery. The Refugee: or the Narratives of Fugitive Slaves in Canada. Related by Themselves, with an Account of the History and Condition of the Colored Population of Upper Canada*, Boston: 1856. The book is also available at <https://docsouth.unc.edu/neh/drew/drew.html> (accessed October 20, 2021).

²² *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938*,
<https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/> (Accessed January 14, 2022)

From the website: “*Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938* contains more than 2,300 first-person accounts of slavery and five hundred black-and-white photographs of former slaves. These narratives were collected in the 1930s as part of the Federal Writers' Project (FWP) of the Works Progress Administration, later renamed Work Projects Administration (WPA). At the conclusion of the Slave Narrative project, a set of edited transcripts was assembled and microfilmed in 1941 as the seventeen-volume *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*. In 2000-2001, with major support from the Citigroup Foundation, the Library digitized the narratives from the microfilm edition and scanned from the originals five hundred photographs, including more than two hundred that had never been microfilmed or made publicly available. This online collection is a joint presentation of the Manuscript and Prints and Photographs divisions of the Library of Congress.”

with the understanding that the informants were elderly, these interviews allow readers to learn about their lives under slavery. Along with the descriptions collected in *The North-Side View of Slavery*, they are, to date, virtually the only accounts of the daily lives of the enslaved in mid-19th century northern Virginia.

1.5.5 Focus on Slavery

Interpreting slavery is the thorniest issue historic sites in the American South face. By choosing to take it up, they bring to the surface four hundred years of cultural conflict, which many, on all sides of the issue, would just as soon ignore. Efforts to interpret slavery will be complicated in Loudoun County's twenty-first century reality. For over two hundred years, Loudoun was a rural agricultural county with a significant enslaved, and later free, African American population. In the mid-twentieth century the first signs of suburban development, spreading outward from Washington, DC, reached the area – and the African American population began to decline. Today, Loudoun is a suburban county with a small African American population – 8.1 percent in the 2020 Census, little changed from the seven percent reported in 2010.²⁴ Many residents are new to Virginia and/or the United States. Interpreting slavery to this population requires that Loudoun County begin by educating the public about the institution of slavery and its place in Virginia history, before presenting the complex story of the Lewis Family at Arcola and their enslaved workers. This layered approach will make the story of AQE and its enslaved workforce much more accessible and long lasting to those who visit the site and participate in its programs.

1.5.6 Crowded Field

The Arcola Quarters for the Enslaved Historical Park is one of forty historic sites in Loudoun County. Seven to ten of these sites interpret various time periods throughout the nineteenth-century. Northern Virginia, in general, has numerous African American historic sites and museums open to the public. Simply searching “African American historic sites Northern Virginia” online yields over one million hits. Websites like *African American Historic Sites Database* (<https://www.afrovirginia.org/places/>)²⁵ and *Black History Attractions – Virginia Is for Lovers* (<https://www.virginia.org/blackhistoryattractions>)²⁶ make information about these sites and museums accessible far beyond the Virginia's African American communities.

²³ Charles L. Perdue, Jr., Thomas E. Barden, and Robert K. Phillips, *Weevils in the Wheat: Interviews with Virginia Ex-Slaves* (Charlottesville: University of Virginia Press, 1976).

²⁴ 2020 Decennial Census Data, Loudoun County, Virginia. <https://www.loudoun.gov/censusdata> (Accessed November 3, 2021.). The US Census report 8.1% of recipients identifying as Black only. 3.9% identified as two or more races, making it difficult to discern the number of those identifying as Black in some way.

²⁵ (Accessed January 10, 2023.)

²⁶ (Accessed January 14, 2022.)

Loudoun County has several African American historic sites in its system (See Table 1.1a). AQE is unique among these because:

- it is the only Quarters for the Enslaved structure owned by Loudoun County on its original site;
- the stone Quarters for the Enslaved itself is a rare intact example of early 19th-century enslaved housing in Virginia; and
- AQE can be preserved, furnished, interpreted and open to the public.

Despite these high points, History Behind the Scenes HBTS remains concerned that AQE will get lost in this crowded field unless the PRCS and FOSQ make it a very high priority.

1.5.7 Friends of the Slave Quarters (FOSQ)

The Friends of Slave Quarters, local citizens descended from those who were enslaved at Arcola and surrounding plantations as well as others who are interested in the site's preservation, have worked with Loudoun County for twenty years to support proffers and land acquisition, do research, lobby and publicize their cause and essentially kept the flame alive for the development of AQE as an historic site. They have continually advocated for :

- the restoration of the Arcola Quarters for the Enslaved structure;
- the development and implementation of preservation and interpretive plans for the entire site (buildings and grounds);
- participation in public awareness efforts for AQE; and
- support of educational efforts in Loudoun County, emphasizing 18th and 19th century African American culture.

The FOSQ continues to conduct a fundraising program to support the plan and mission of AQE and plays a leading role in the development of the AQE Interpretive Master Plan.

Chapter 2: Developing an Interpretive Infrastructure

The mission of the Arcola Quarters for the Enslaved (AQE) and the themes, goals, and objectives that support it collectively form the site's interpretive infrastructure. This infrastructure defines the reasons the site exists and has historical significance. One aim of the interpretive master planning process for AQE is to create that interpretive infrastructure through the interpretive planning process. Chapter 2 of this Interpretive Master Plan (IMP) provides the results of that process.

In this IMP, the mission is the overall statement of interpretive purpose. It drives both the interpretive program and the use of historic physical resources. Themes provide a path through available historical information that site staff uses to create interpretive programs. Goals drive further interpretive development. Objectives are tangible actions that implement the goals. Together mission, themes, goals, and objectives support the public face of AQE and its staff and volunteers in their efforts: 1) to increase visibility for the site in its local and regional communities; and 2) to develop its public programs.

The materials for this chapter were developed at meetings with Loudoun Parks, Recreation and Community Services (PRCS) staff, members of the Friends of the Arcola Quarters for the Enslaved (FOSQ), and community stakeholders at two site visits and one stakeholders meeting, held in Loudoun County, VA. The site visits took place September 13-14, 2017 and, February 2, 2018; the stakeholders meeting was held on February 3, 2018.

2.1 Statement of Significance

AQE has significance in three areas: Slavery in Northern Virginia; African American Heritage, Loudoun County, VA; and Virginia Vernacular Architecture.

2.1.1 Slavery in Northern Virginia

The location of the Arcola Quarters for the Enslaved represents the junction of rural and urban slavery found in Northern Virginia. Its proximity to Leesburg and Alexandria, and to the non-slaveholding Quaker community in Loudoun County, shows that the enslaved population of Loudoun County lived in a complex environment influenced by regional and national tensions .

2.1.2 African American Heritage/ Loudoun County, Virginia

Loudoun County has a significant African American history, exemplified by the accomplishments of the enslaved, those who were freed, free people of color, their descendants, and other African Americans who have settled there since Emancipation.

2.1.3 Virginia Vernacular Architecture

The Arcola Quarters for the Enslaved (AQE) is a rare surviving example of its type and reflects a unique type of improved housing for the enslaved. The stone duplex, or double quarters, constructed c. 1813 and c. 1845, is a substantial building that reflects a large investment in materials often associated with a large estate. Quarters for the enslaved constructed during the early nineteenth century in Loudoun County were typically built as log cabins with dirt floors, few windows, and wood-and-mud chimneys.¹ As noted in the 2008 National Register of Historic Places (NRHP) nomination for AQE², relatively few quarters for enslaved people were of stone construction. Those constructed of stone were typically located close to the main plantation house and reflected vernacular stone building techniques.

The 2008 NRHP nomination notes that the Arcola Quarters for the Enslaved closely resembles the design and masonry techniques of small stone dwellings constructed by area farmers during the eighteenth and nineteenth centuries:

“Masons raised most Loudoun Valley stone homes by laying field stones (rubble stones) on one another — not in distinct courses— in a bed of clay, then pointed the exterior with lime mortar.... They plastered interior walls on the main floor, and whitewashed cellar and loft walls.” A number of these stone structures were one- or two-story, side-gable, two-room plans with no central hall and no architectural ornamentation.³

Although the building conveys elements of Virginian vernacular architecture on the exterior, the interior features a simpler and cruder design of living spaces with earthen floors (except for the wooden floors above the basement), basic fireplaces and chimneys, small, ground-floor rooms with garret spaces above, and minimal natural lighting. Therefore, while the exterior of the AQE represents elements common to the vernacular building traditions of nineteenth-century Loudoun County, the interior reflects the rudimentary living spaces of quarters for the enslaved of this region during this same period. With the Quarters for the Enslaved so close to the

¹Douglas Sanford, “Arcola Slave Quarters (Loudoun County, VA): description and assessment based on previous research (2008-2009) and site visit of 2/2/2018, p. 1.

² Elizabeth Mary Andre, “Arcola Slave Quarters,” *National Register of Historic Places Registration Form*, Richmond, VA: Virginia Department of Historic Resources, 2008, p. 12.

³ *Ibid.* p. 7.

Farmhouse and the road, a stone exterior may have chosen to present a unified exterior for the plantation buildings.

2.2 Mission Statement

The mission statement of the AQE site must fall under the outcome-based community services and stewardship aspects of the Loudoun County Parks, Recreation and Community Services Mission Statement:

Our mission is to provide outstanding recreational and leisure activities, outcome- focused community services and stewardship of our natural resources to promote quality of life for Loudoun's residents and visitors.

This report recommends the mission statement below specifically for the Arcola site:

To preserve Arcola Quarters for the Enslaved for future generations and to educate the public about the rich African American heritage in Loudoun County, Virginia.

2.3 Subthemes and Storylines, Goals and Objectives

2.3.1 Subthemes and Storylines

To help AQE fulfill its mission, create new interpretive messages, and bring to life the story of the Arcola Quarters for the Enslaved, the HBTS team developed a main theme (African-American Heritage in Loudoun County, Virginia) and three subthemes (Community, Plantation Operations, and Architecture and Preservation) that, together with their individual interpretive storylines and components, form the Main Storyline.

2.3.1.1 Family and Community

The purpose of the Community theme is to explain and explore the daily lives of the enslaved at Arcola: their institutions, work, daily activities, cultural practices and other aspects of their lives as individuals caught up in the institution of slavery. Storylines supporting the Community theme appear below and are summarized in Table 2a.

- Religion
- Domestic Life
- Family
- Work
- Horrors of Slavery

Table 2.3a – Family and Community

Storyline	Religion	Domestic Life	Family	Work	Consumer Economy
Components	<i>Church</i>	<i>AQE Daily Life</i>	<i>Structure</i>	<i>Consumer Economy</i>	<i>Buying/ Selling</i>
	<i>Practices</i>	<i>Consumer Economy</i>	<i>Women and Children</i>	<i>Agency/Control</i>	<i>Production by Enslaved</i>
	<i>African Influence</i>	<i>Material Culture</i>	<i>Fluidity</i>	<i>Trades</i>	<i>Enslaved/Free Dynamic</i>
	<i>Importance</i>		<i>Enslaved/Free Dynamic</i>		

2.3.1.2 Architecture and Preservation

The purpose of the *Architecture and Preservation* theme is to explain the evolution and architectural significance of the Arcola Quarters for the Enslaved as a rare example of a surviving intact stone quarters for the enslaved. Storylines supporting the *Architecture and Preservation* theme are as follows and are summarized in Table 2.3b:

- Evolution of the AQE
- Preservation of Buildings Associated with the Enslaved
- Vernacular Architecture

Table 2.3b - Architecture and Preservation

Storyline	Evolution/ AQE	Preservation/ Buildings of Enslaved	Vernacular Architecture
Components	<i>1813/AQE Part 1</i>	<i>AQE History</i>	<i>Quarters for the Enslaved</i>
	<i>1845/ AQE Part 2</i>	<i>Techniques</i>	<i>Dependencies</i>
	<i>20th Century use</i>	<i>Challenges</i>	<i>Role of Vernacular Architecture</i>
	<i>Historic Site</i>		<i>Location/Design</i>

2.3.1.3 Plantation Operations

The Plantation Operations theme examines the plantation system and its economic context, which developed, supported and maintained the institution of slavery in Northern Virginia. Storylines

supporting the *Plantation Operations* theme include the following and are summarized in Table 2.3c:

- Business of Slavery
- Agriculture
- Consumer Economy

Table-2.3c
Plantation Operations

Storyline	Business of Slavery	Agriculture	Consumer Economy
Components	<i>Fluidity</i>	<i>Tobacco to Grain Economy</i>	<i>Buying/ Selling</i>
	<i>Selling South</i>	<i>Dairy</i>	<i>Production by Enslaved</i>
	<i>Hiring the Enslaved</i>	<i>Livestock</i>	<i>Enslaved/Free Dynamic</i>

2.3.2 Interpretive Goals

Interpretive goals are generalized statements that provide parameters for further interpretive development. This plan recommends a series of interpretive goals for AQE based on the interpretive planning team's meetings and other interactions with PRCS staff members and community stakeholders.

- Establish broad-based visitation at AQE.
- Establish public programming/ historic programs.
- Focus the period of interpretation.
- Establish a body of historical research to support period of interpretation.
- Develop a feasible school program.
- Offer technology-based programs.
- Establish an exhibit space/program.
- Develop local and regional partnerships and outreach.
- Expand Friends of AQE volunteer program and activities.
- Develop in-house staff to evolve the Arcola Quarters for the Enslaved and other historic sites in Loudoun County

2.3.3 Interpretive Objectives

Interpretive objectives are statements of desired visitor experiences. They describe how the site's interpretation and educational programs facilitate intellectual, educational, and physical experiences for visitors. These statements identify what visitors to the site will learn, feel, and do or experience. Visitors come to historic sites seeking something of value. Each visitor defines what that value is for him/her. Visitor objectives set forth the experiences and opportunities available to the average visitor on an average day, whether the visitor chooses to experience them or not.

2.3.3.1 Learning Objectives

Learning objectives are widely used at museums and historic sites; they focus on visitors being able to name, describe and/or explain desired items upon completion of a program or services, or upon leaving the site. Learning objectives for AQE are as follows:

- L1. Visitors will be able to conceptually state at least one of the main interpretive themes of the site after interacting with interpretive programs offered during their visit.
- L2. Visitors will understand that the context and character of the site has changed over time.
- L3. Visitors will be able to identify the important role enslaved persons played, and the social and cultural contributions they made, in the development of Loudoun County and Northern Virginia.
- L4. Visitors will be able to acknowledge that the consequences of slavery continue today in American cultural and social attitudes towards race and discrimination.
- L5. Visitors will recognize the architectural significance of the Arcola Quarters for the Enslaved.
- L6. Visitors will understand the importance of preserving AQE and other buildings where the enslaved lived and worked.

2.3.3.2 Behavioral Objectives.

Behavioral objectives help focus on what the site wants visitors to do while at AQE and how they use the information offered to them. These objectives are the "pay-off" objectives and are the result of interpretive programs and services. Behavioral objectives for AQE are as follows:

- B1. Visitors will treat all historic and cultural sites with a sense of respect and stewardship and appreciate the value of such sites in understanding the past.
- B2. Visitors will take a greater interest in African American history. Visitors will want to learn more about the evolution of slavery and its aftermath.
- B3. Visitors will understand the role of enslaved persons in the development of the Lewis Farm and other Loudoun County farms and plantations.

- B4. Visitors will want to learn more about vernacular architecture and enslaved-related structures.

2.3.3.3 Emotional Objectives

Emotional objectives help visitors remember interpretive topics because of the strong feeling they create in visitors. Interpretive themes are instrumental in helping to accomplish the emotional objectives, which help visitors feel surprise, anger, sadness, acceptance, and other desired emotions related to the interpretive themes and elements. Emotional objectives for AQE are as follows:

- E1. Visitors will want to visit more historic sites and museums in the region and in the state to increase their understanding of history.
- E2. Visitors will feel a connection with the enslaved population of Loudoun County and beyond.
- E3. Visitors will be inspired by cultural and social accomplishments of the enslaved in Loudoun County.
- E4. Visitors will appreciate the AQE as a rare surviving example of an early 19th-century stone quarters for the enslaved in Virginia.
- E5. Visitors will sense the moral legacy of slavery, its continued cultural presence in American society, and its impact on African American and other visitors.
- E6. Visitors will be provided a space to absorb their feelings, reflect on the sacredness, and explore the trauma associated with slavery.

Chapter 3: Interpretive Concept

3.1 Overview

Chapter 3 will layout a concept for the interpretation of AQE that meets the mission, goals, and objectives discussed in Chapter 2. It will include an interpretive focus, time periods, historic figures, backstory, use of proposed spaces, and a cultural landscape plan.

3.2 Interpretive Focus

The interpretive focus of the AQE site starts with the Quarters for the Enslaved and reaches out to those who built it and inhabited its historical past, specifically the Lewis Family and their enslaved workforce.

3.3 Interpretive Periods /Interpretive Portrait

3.3.1 Interpretive Period

The AQE has two distinct parts, built thirty years apart by the enslaved workers of the Lewis family. The Friends group disagrees with the consultant’s analysis that James Lewis owned the land on which the Quarters was built. The Friends’ research and analysis indicates the structure was on Charles Lewis’s land. The portions of this chapter that focus on James Lewis will eventually be updated to focus on Charles Lewis.

To present the full story of the stone structure and its enslaved inhabitants, this IMP recommends a “place over time” approach for AQE with two distinct interpretive periods, each related to a specific area of the Quarters for the Enslaved structure (See Table 3.3a).

Table 3.3a - ASQ Interpretive Periods

Interpretive Period	AQE Owner	AQE Section
1813-1830	James Lewis Martha & Susan Lewis	1 st (built c. 1813)
1830-1850	Martha & Susan Lewis	2 nd (built c. 1845)

This report recommends these interpretive dates for the following reasons:

- There is adequate primary source information available from public records about James, Susan¹ and Martha Lewis—as well as Charles Lewis, James’ brother and owner of the adjacent farm – and their enslaved workers.
- Few historic sites interpret any portion of the second quarter of the 19th century with its important debates and developments regarding slavery.
- The consequences of Nat Turner’s 1831 Rebellion in Southampton County placed increasing restrictions upon the enslaved in Virginia.

3.3.2 James Lewis (1754 – 1826)

James Lewis and his enslaved workforce will be the general focus of the earlier period (1813-1830), when only the original section of Arcola Quarters for the Enslaved (AQE) was in place. The interpretation of this part of AQE will concentrate on 1830, three years after a transition at Lewis Farm when James died in 1826, and his daughters inherited the property. Th is report chose the date 1830 because US Census records reveal which enslaved individuals were at the Lewis Farm and provided basic information about them.

James Lewis Narrative²

James Lewis was a son of Vincent Lewis and an older brother of Charles Lewis. He was the owner of Arcola when his enslaved workers built the first section of the AQE around 1813. He was part of the large and well-known Lewis family of Loudoun County family, although not its wealthiest member. Like many others, enslaved workers and land were the basis of his wealth. By today’s standards, James Lewis would be part of the upper middle class.

James Lewis married Elizabeth Berkeley. They had ten children: six daughters and four sons, born between 1779 and 1797. In 1811, James drew up a will leaving his farm, enslaved men, women and children, stock, equipment, and furniture to his then-five unmarried daughters, if they remained unmarried.³ By the time of his death in 1826, only Susan and Martha remained unmarried, and they inherited their father’s farm.

¹ Susan Lewis is referred to as Susannah in her father’s 1811 will.

² Information in this section comes from:

(a) *Lewis, A Loudoun County Family at Gumspring, Virginia*, no page numbers. Wynn Safer papers, 2001. Courtesy of John Kelly, FOSQ Board Member.

(b) Cultural Resources, Inc. *Phase II and Phase III Archaeological Investigations at Site 44LD1433 on the Goupda Property, Loudoun County, Virginia*, June 2007. Prepared fur Buchanan Partners, Gaithersburg, MD.

³ See Table 3.3b (Daughters of James and Elizabeth Lewis) for further information. Nancy Lewis does not appear in her father’s will. She married or died before her father drew up the will.

Table 3.3b – Daughters of James and Elizabeth Lewis

NAMES	Birth	Death	Married Name	Age /1811	Age/ 1827
Susannah	c.1780	c. 1866	n/a	c. 31	c. 47
Nancy	c.1781	unknown	unknown	c. 30	c. 46
Elizabeth	c.1781	unknown	unknown	c. 30	c. 46
Catharine	1782	1866	Darne	29	45
Martha	1795	1873	n/a	16	32
Jane	1797	1874	Hancock	14	30

James Lewis owned thirty-five enslaved persons at the time of his death. Their information, from Database A – Persons Enslaved by the Lewis Family,⁴ appears in Table 3.3d below. James Lewis’s Will bequeathed all of these enslaved people to Lewis family members. Some left Arcola for other properties; none went to slave traders for sale or sold locally. Table 3.3c provides a key to the Status column in Table 3.3d.

Table 3.3c – Key/ Status Column for Table 3.3c and Table 3.3d.

Abbreviation	Definition	Age
B	Boy	9-16/17
G	Girl	9-16/17
C	Child	3-9
I	Infant	0-3
M	Man	17-45
W	Woman	17-45
	Old	45+

Table 3.3d – Enslaved workers owned by James Lewis from Database A – Persons Enslaved by the Lewis Family

ID	YEAR	ENSLAVED	GENDER	STATUS	RACE	LOCATION	OWNER	\$ Value	SOURCE	PDF#	NOTE
118	1827	Joice	F	W			Lewis, James	335	Account, Estate	13256854	Bequeathed to Vincent J[?] Lewis

⁴ See Volume 3 of this IMP for the full Data Base A – Persons Enslaved by the Lewis Family.

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ID	YEAR	ENSLAVED	GENDER	STATUS	RACE	LOCATION	OWNER	\$ Value	SOURCE	PDF#	NOTE
119	1827	Child of Joice		C			Lewis, James		Account, Estate	13256854	Valued with Mother, Joice
120	1827	Child, Joice		C			Lewis, James		Account, Estate	13256854	Valued with Mother, Joice
121	1827	Sarah	F	C (W?)	Negro		Lewis, James	275	Account, Inventory	13256854, 13256857	Bequeathed to Vincent L. Lewis by allotment
122	1827	Jane	F	C	Negro		Lewis, James		Account, Inventory	13256854, 13256857	Valued with mother, Sarah. By allotment
123	1827	Silas	M	B	Negro		Lewis, James	60	Account, Inventory	13256854, 13256857	Bequeathed to Vincent L. Lewis by allotment
124	1827	Madison	M	M	Negro		Lewis, James	300	Account, Estate	13256854	Bequeathed to William B. Lewis by allotment
125	1827	Lucy	F	G	Negro		Lewis, James	150	Account, Estate	13256854	Received by Vincent L. Lewis and wife Nancy as advancement
126	1827	Sophia	F	W	Negro		Lewis, James	250	Account, Inventory	13256854, 13256857	Allotted to Vincent Lewis over his share
127	1827	Tabitha	F	G	Negro		Lewis, James	50	Account, Inventory	13256854, 13256857	Allotted to Vincent Lewis over his share
128	1827	Dilly (Dilla)	F	G	Negro		Lewis, James	100	Account, Inventory	13256854, 13256857	Allotted to Vincent Lewis over his share
129	1827	Celia	F	G	Negro		Lewis, James	75	Account, Estate	13256854, 13256857	Advanced to John N. Lewis
130	1827	Henry	M	B	Negro		Lewis, James	250	Account, Inventory	13256854, 13256857	Allotted to John N. Lewis
131	1827	Hannah	F	W	Negro		Lewis, James	300	Account, Estate	13256855	Advanced to Thomas Darne and his wife Catharine
132	1827	Hannah's Infant		I	Negro		Lewis, James		Account, Estate	13256855	Valued with Mother, Hannah
133	1827	Girl	F	G	Negro		Lewis, James	100	Account, Estate	13256855	Advanced to Thomas Darne and his wife Catharine

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ID	YEAR	ENSLAVED	GENDER	STATUS	RACE	LOCATION	OWNER	\$ Value	SOURCE	PDF#	NOTE
134	1827	Levi	M	B	Negro		Lewis, James	300	Account, Inventory	13256855, 13256857	Allotted to Thomas Darne and his wife Catharine
135	1827	John	M	B	Negro		Lewis, James	230	Account, Inventory	13256855, 13256857	Allotted to Thomas Darne and his wife Catharine
136	1827	George	M	M	Negro		Lewis, James	300	Account, Inventory	13256855, 13256857	To Susan N. Lewis in lieu of advancement
137	1827	Malinda	F	W	Negro		Lewis, James	250	Account, Inventory	13256855, 13256857	To Susan N. Lewis in lieu of advancement
138	1827	Stephen	M	M	Negro		Lewis, James	275	Account, Inventory	13256855, 13256857	To Susan N. Lewis by allotment
139	1827	Peter	M	B	Negro		Lewis, James	275	Account, Inventory	13256855, 13256857	Bequeathed to Elizabeth C. Lewis
140	1827	Eliza	F	G	Negro		Lewis, James	250	Account, Inventory	13256855, 13256857	Bequeathed to Elizabeth C. Lewis
141	1827	Uriah	M	B	Negro		Lewis, James	175	Account, Estate	13256856	Bequeathed to Elizabeth C. Lewis
142	1827	Robert	M	B	Negro		Lewis, James	100	Account, Estate	13256856	Bequeathed to Elizabeth C. Lewis
143	1827	James	M	B	Negro		Lewis, James	90	Account, Inventory	13256856, 13256857	Bequeathed to Elizabeth C. Lewis
144	1827	Charlotte	F	W	Negro		Lewis, James	250	Account, Inventory	13256856, 13256857	Bequeathed to Martha J. Lewis
145	1827	Cephus	M	B	Negro		Lewis, James	225	Account, Inventory	13256856, 13256857	Bequeathed to Martha J. Lewis
146	1827	George Grigsby	M	M	Negro		Lewis, James	350	Account, Inventory	13256856, 13256857	Bequeathed to Martha J. Lewis
147	1827	Lad ⁵	M	B	Negro		Lewis, James		Account, Estate	13256856	Bequeathed to Jane F. L. Lewis. Valued with Rachel

⁵ This term refers to a young boy and is not a name.

ID	YEAR	ENSLAVED	GENDER	STATUS	RACE	LOCATION	OWNER	\$ Value	SOURCE	PDF#	NOTE
148	1827	Rachel	F		Negro		Lewis, James	250	Account, Estate	13256856	Bequeathed to Jane F. L. Lewis.
149	1827	Caroline	F	G	Negro		Lewis, James	100	Account, Estate	13256856	Bequeathed to Jane F. L. Lewis.
150	1827	Amey	F	W	Negro		Lewis, James	175	Account, Inventory	13256856, 13256857	Bequeathed to Jane F. L. Lewis.
151	1827	Priscilla	F	G	Negro		Lewis, James	75	Account, Inventory	13256856, 13256857	Bequeathed to Jane F. L. Lewis.
152	1827	Frank	M		Negro		Lewis, James		Inventory	13256857	valued with old Rachel
153	1827	Rachel	F	W	Negro		Lewis, James	250	Inventory	13256857	Called Old Rachel

3.3.3 Susan Lewis (c.1780 - c.1866)⁶ and Martha Lewis (1795-1873)

Susan and Martha Lewis, and their enslaved workforce, will be the general focus of the later period (1827-1845), when the Lewis Family had the second section of AQE built. The interpretation of the Arcola Quarters for the Enslaved will concentrate on the later years of the period, when more information is available and the instability and unrest that led to the Civil War is more prominent in the lives of the Lewis family and their enslaved laborers.

Susan Lewis/ Martha Lewis Narrative

Like their father, James Lewis, Susan and Martha Lewis were part of the large and well-known Lewis family of Loudoun County family, although not its wealthiest members. Like many others, their wealth was tied up in enslaved workers and land. By today's standards, the Lewis sisters would be upper middle class. The Lewis sisters were fortunate that their father James' bequest allowed them, as single women, to maintain their socio-economic class and lifestyle as property owners and farmers. Many in their position had to assume inferior roles in the households of their brothers or married sisters. Their story opens avenues of interpretation for the lives of unmarried women with property.

We know very little about the Lewis sisters as individuals. Susan was about fifteen years older than Martha. US Census schedules from 1810 through 1850 show them living at Lewis Farm. Why they never married is unknown. They were 47 and 32 when their father died, well past

⁶ Susan Lewis's birth and death dates remain unconfirmed. Her age, as listed on US Census schedules throughout her life, indicated that she was born in 1780 or 1785. Likewise, her death date is difficult to verify. She appears in the 1860 US Census but not in the 1870 US Census. For purposes of this report, we use 1780 as Susan Lewis's birth date.

marriageable age for their time. We do know that they operated the Lewis Farm into the 1850s. By 1860, they had moved in with their nephew, Thomas Lewis, on an adjacent family property.

In the interim period, they were successful farmers and active owners of the enslaved. Their land holdings increased in 1843, when Martha and her widowed sister, Catherine Lewis Darne, inherited the parcel of land (adjacent to the Lewis Farm) and an additional five hundred acres of property from their uncle, Charles Lewis. By 1854, Catherine had sold her half of the Charles Lewis property to Martha.⁷ Because their enslaved workers lived beyond Emancipation, there are no estate records about them. The only available records that consistently refer to Susan and Martha Lewis by name come from the 1830, 1840 and 1850 US Census. They show that the Lewis sisters had between eleven and eighteen enslaved individuals over the years, many of them children. Tables 3.3 e, 3.3f, and 3.3g below show the relevant census information.

*Table 3.3e – Enslaved People
1830 US Census*

GENDER	AGE RANGE	NUMBER
Males	Under 10	3
Males	24-35	1
Males	36-54	1
Females	Under 10	2
Females	10-23	2
Females	24-35	1
Females	55-99	1
TOTAL		11

Owned by Susan Lewis /

Table 3.3f – Enslaved People Owned by Susan Lewis / 1840 US Census

GENDER	AGE RANGE	NUMBER
Males	Under 10	2
Males	10-23	2
Males	36-54	1
Females	Under 10	5
Females	10-23	1
Females	24-35	2
Females	36-54	1

⁷ Cultural Resources, Inc. *Goupda Phase II & III, Part B*, p.33.

Females	55-99	1
TOTAL		15

Table 3.3g– Enslaved People Owned by Martha Lewis / 1850 US Census/ Slave Schedule

ID#	GENDER	AGE	COLOR
1	M	58	B
2	M	40	B
3	M	38	B
4	M	20	B
5	M	12	B
6	M	7	B
7	M	1	B
8	F	50	B
9	F	38	B
10	F	34	B
11	F	15	B
12	F	10	B
13	F	7	B
14	F	7	B
15	F	5	B
16	F	4	B
17	F	12	B
18	M	10	M

3.3.4 Charles Lewis (1759-1843)

Charles Lewis owned the farm property adjacent to the Lewis Farm. The Arcola Quarters for the Enslaved is close to the property line. It is likely that the enslaved on both the Lewis Farm and Charles Lewis's property formed a community.

Charles was part of the large well-known Lewis family of Loudoun County family, although not its wealthiest member. Charles Lewis's life was typical of those of his economic level. Like many others, his wealth comprised enslaved laborers and land. Only \$1,500 of his \$13,100 estate was in material goods, such as household furnishings, agricultural equipment, and personal possessions. By today's standards, Lewis would be upper middle class. He never married but had numerous familial relationships, including with the residents of the Lewis Farm, as indicated by the considerable number of heirs he designated in his will.

Charles Lewis was the successful manager of a viable and self-sufficient agricultural operation at his three properties (Arcola, Broad Run tract and one other) in Gum Springs, VA. Lewis depended

on his thirty-three enslaved persons and their skills to make this happen. His estate inventory includes tools for the following trades: blacksmithing, spinning, weaving, carpentry, and shoemaking, distillation, foodways (preparation, preserving and dairy production), equine management and other livestock care. A casual consumer economy, where slaveholders purchased goods produced or provided by their enslaved persons, also played a significant role in Lewis's plantation operations. In contrast to James' 1827 inventory, where only one individual has both a first and last name, most enslaved individual in Charles' inventory has a last name, a very significant change.

The enslaved persons belonging to Charles Lewis (See Table 3.3h) moved among his three properties as needed. This indicates that there was plenty of work to complete on his properties, or that he had other opportunities to capitalize on the labor of his enslaved workers. Charles' practices are similar to those of other family members. They did not reduce their enslaved population by "Selling South," the practice of consigning excess enslaved labor to slave traders for shipment to plantations in the cotton- and sugar-growing states in the Lower South.

Table 3.3h– Enslaved people owned by Charles Lewis from Database A – Persons Enslaved by the Lewis Family

Enslaved Persons Owned by Charles Lewis Appearing in Database A – Persons Enslaved by the Lewis Family											
ID	YEAR	ENSLAVED	GENDER	STATUS	RACE	LOCATION	OWNER	\$ Value	SOURCE	PDF#	NOTE
59	1843	Sprawling, Joe	M			Arcola	Lewis, Charles	0	Inventory, p. 1 EE119	2076492	Valued at less than nothing by \$100
60	1843	Hogan, Lydia	F			Arcola	Lewis, Charles	0	Inventory, p. 1 EE119	2076492	Valued at less than nothing by \$100
61	1843	Turner, Jone	?			Arcola	Lewis, Charles	0	Inventory, p. 1 EE119	2076492	Valued at less than nothing by \$100
62	1843	Turner, Nelson	M			Arcola	Lewis, Charles	250	Inventory, p. 1 EE119	2076492	
63	1843	Turner, Mary	F			Arcola	Lewis, Charles	250	Inventory, p. 1 EE119	2076492	Value includes 1 child
64	1843	Child, Turner, Mary	?	C ⁸		Arcola	Lewis, Charles		Inventory, p. 1 EE119	2076492	Value included with mother

⁸ C is the symbol for child in Table 3.3a.

Enslaved Persons Owned by Charles Lewis Appearing in Database A – Persons Enslaved by the Lewis Family											
ID	YEAR	ENSLAVED	GENDER	STATUS	RACE	LOCATION	OWNER	\$ Value	SOURCE	PDF#	NOTE
65	1843	Newman, Harry	M			Arcola	Lewis, Charles	400	Inventory, p. 1 EE119	2076492	
66	1843	Henderson, William	M			Arcola	Lewis, Charles	400	Inventory, p. 1 EE119	2076492	
67	1843	Henderson, George	M			Arcola	Lewis, Charles	425	Inventory, p. 1 EE119	2076492	
68	1843	Owings, Sam	M			Arcola	Lewis, Charles	425	Inventory, p. 1 EE119	2076492	
69	1843	Newman, Charles	M			Arcola	Lewis, Charles	400	Inventory, p. 1 EE119	2076492	
70	1843	Sims, Henry	M			Arcola	Lewis, Charles	425	Inventory, p. 1 EE119	2076492	
71	1843	Sims, Tony	M			Arcola	Lewis, Charles	425	Inventory, p. 1 EE119	2076492	
72	1843	Henderson, Charles	M			Arcola	Lewis, Charles	500	Inventory, p. 1 EE119	2076492	Blacksmith
73	1843	Betsey	F			Arcola	Lewis, Charles	525	Inventory, p. 1 EE119	2076492	Valued with her 3 children
74	1843	John	M	C		Arcola	Lewis, Charles		Inventory, p. 1 EE119	2076492	Valued with mother, Betsey
75	1843	Mary	F	C		Arcola	Lewis, Charles		Inventory, p. 1 EE119	2076492	Valued with mother, Betsey
76	1843	Betsey	F	C		Arcola	Lewis, Charles		Inventory, p. 1 EE119	2076492	Valued with mother, Betsey
77	1843	Nelly	F			Arcola	Lewis, Charles	400	Inventory, p. 1 EE119	2076492	Valued with 1 child
78	1843	Nancy	F	C		Arcola	Lewis, Charles		Inventory, p. 1 EE119	2076492	Valued with mother
79	1843	Fanny	F			Arcola	Lewis, Charles	400	Inventory, p. 1 EE119	2076492	Valued with 1 child
80	1843	Martha	F	C		Arcola	Lewis, Charles		Inventory, p. 1 EE119	2076492	Valued with mother
81	1843	Henderson, Caroline	F			Arcola	Lewis, Charles	325	Inventory, p. 1 EE119	2076492	
82	1843	Henderson, Mary	F			Arcola	Lewis, Charles	325	Inventory, p. 1 EE119	2076492	
83	1843	Simms, Eliza	F			Arcola	Lewis, Charles	325	Inventory, p. 2 EE119	2076493	

Enslaved Persons Owned by Charles Lewis Appearing in Database A – Persons Enslaved by the Lewis Family											
ID	YEAR	ENSLAVED	GENDER	STATUS	RACE	LOCATION	OWNER	\$ Value	SOURCE	PDF#	NOTE
84	1843	Simms, Hanibal	M			Arcola	Lewis, Charles	300	Inventory, p. 2 EE119	2076493	
85	1843	Simms, William	M			Arcola	Lewis, Charles	150	Inventory, p. 2 EE119	2076493	
86	1843	Simms, Harriet	F			Arcola	Lewis, Charles	200	Inventory, p. 2 EE119	2076493	
87	1843	Simms, Gustavia	F			Arcola	Lewis, Charles	175	Inventory, p. 2 EE119	2076493	
88	1843	Simms, Charles	M			Arcola	Lewis, Charles	125	Inventory, p. 2 EE119	2076493	
89	1843	Simms, Amand	?			Arcola	Lewis, Charles	50	Inventory, p. 2 EE119	2076493	
90	1843	Simms, Henry	M			Arcola	Lewis, Charles	431.04	Estate Account, p. 4	2076502	Slave sale/ Charles Lewis Estate
91	1843	Negro girl	F			Arcola	Lewis, Charles	78	Estate Account, p. 4	2076502	Slave sale/ Charles Lewis Estate

3.3.5 The Enslaved

Most of the information we have about the men, women, and children enslaved by the various members of the Lewis family is genealogical, due to the very diligent and focused work of Arlean Hill and other descendants of enslaved individuals owned by the Lewis family. This means we know something of the individuals and family groups who lived at Arcola and at the other Lewis family properties, but little about their work routines, relationships with the Lewises, and day-to-day lives. Legal documents, such as wills, estate division documents, estate sale records, and executors' accounts, give some information about the Lewis families, their enslaved workforce, and their material culture. To compensate for the lack of Lewis family letters, diaries, account books and other financial records that would provide insights into the lives of the enslaved, this report turned to oral histories, known as slave narratives, to build a portrait of the lives of those enslaved at the Lewis Farm.

Interpretative stories will build portraits of lives using Local information, for example the story of the Lewis and Darnes families (selling and hiring out enslaved people, breaking up family and kin groups), the movement of enslaved people within family members after a Lewis dies.

3.3.5.1 Slave Narratives

Slave narratives are stories, written or spoken accounts of connected events, a story or memoir presented in written or spoken words by enslaved or formerly enslaved persons. In the United States, they first appeared in the 18th century, but became more common in the 19th century when advocates of abolition used them to support their views on slavery and the lives of the enslaved. Some of these narratives were compilations; one of the best known is *The North-Side View of Slavery*, by Benjamin Drew, published in 1856.⁹ “North-Side” refers to Canada, where many of those from the Upper South who managed to escape slavery took refuge. Interviews of these individuals took place in Canada (primarily Ontario), and their remembrances and observations published in order to gain support for abolition. Fourteen of these interviews were with former Virginians and include a great deal of information on their experiences of enslavement, their surroundings, and the circumstances of their escape. These interviews, edited to make sure the reader would sympathize with the narrator, emphasize the brutality of slavery. They remain useful sources for enslaved life and the material culture of mid-19th century slavery in northern Virginia.

During the Great Depression (1930s), the Works Progress Administration (WPA) of President Franklin D. Roosevelt's administration collected more than 2,300 oral histories on life during slavery from those who were formerly enslaved. The Federal Writers' Project conducted these interviews between 1936 and 1938. They are available as transcriptions from the Library of Congress;¹⁰ most of the twenty-six audio-recorded interviews are held by the Library of Congress.¹¹ These first-person accounts constitute a valuable source of information about the lives

⁹Benjamin Drew, *A North-Side View of Slavery. The Refugee: or the Narratives of Fugitive Slaves in Canada. Related by Themselves, with an Account of the History and Condition of the Colored Population of Upper Canada*, Boston:1856. The book is also available at <https://docsouth.unc.edu/neh/drew/drew.html> (Accessed October 20, 2021.).

¹⁰ *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938*,” <https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/> (Accessed January 23, 2022.). From the website: “*Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938* contains more than 2,300 first-person accounts of slavery and five hundred black-and-white photographs of former slaves. Interviewers collected these narratives in the 1930s as part of the Federal Writers' Project (FWP) of the Works Progress Administration, later renamed Work Projects Administration (WPA). At the conclusion of the Slave Narrative project, the Federal Workers Project assembled a set of edited transcripts and microfilmed them in 1941 as the seventeen-volume *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*. In 2000-2001, with major support from the Citigroup Foundation, the Library digitized the narratives from the microfilm edition and scanned five hundred photographs from the originals, including more than two hundred that had never been microfilmed or made publicly available. This online collection is a joint presentation of the Manuscript and Prints and Photographs divisions of the Library of Congress.”

¹¹ <https://www.loc.gov/collections/voices-remembering-slavery/> (Accessed February 15, 2022.).

of over 2,000 people, most of whom were teenagers or young adults during the last decade of slavery.

In Virginia, the Federal Writers Project interviewed three hundred people in 1937 and of those, records of only 157 survive. They all appear in *Weevils in the Wheat: Interviews with Virginia Ex-Slaves*, edited by Charles L. Perdue, Jr., Thomas E. Barden, and Robert K. Phillips.¹² When read carefully, with the understanding that the witnesses were elderly, these interviews allow readers to learn about their lives under slavery. They are valuable sources for learning about the enslaved life and material culture of Virginia slavery in the decade before the Civil War.

3.3.5.2 Building a Portrait of Lives of the Enslaved Using Slave Narratives

These narratives contain the most accessible information about the daily lives of the enslaved in Virginia from the 1840s to the onset of the Civil War in 1861. In order to extract relevant information about enslaved life from the free-flowing storytelling and reminiscences that comprise these narratives, consultants selected sixty-four narratives from two sources and built separate databases for the information found in each. Fifty narratives came from *Weevils in the Wheat* and fourteen from *The North-Side View of Slavery*. Only one of these sixty-four narratives came from an individual from Loudoun County.

Narratives selected for the databases had to meet the following standards:

- Witnesses had to be born before 1860;
- While enslaved, lived west of present-day I-95; and
- The witnesses had to relate coherent memories of the enslaved experience that aligned with the interpretive components for the Community and Plantation Operations Themes found in Chapter 2 and listed below in Table 3.3i.

¹²Charles L. Perdue, Jr., Thomas E. Barden, and Robert K. Phillips, *Weevils in the Wheat: Interviews With Virginia Ex-Slaves* (Charlottesville: University of Virginia Press, 1976).

Table 3.3i – Interpretive Components/ Community and Plantation Operations Themes

Component	Storyline	Theme
Church	Religion	Community
Practices	Religion	Community
African Influence	Religion	Community
Importance	Religion	Community
AQE Daily Life	Domestic Life	Community
Consumer Economy	Domestic Life	Community
Material Culture	Domestic Life	Community
Structure	Family	Community
Women and Children	Family	Community
Fluidity	Family	Community
Consumer Economy	Work	Community
Agency	Work	Community
Trades	Work	Community
Fluidity	Business of Slavery	Plantation Operations
Selling South	Business of Slavery	Plantation Operations
Hiring of the Enslaved	Business of Slavery	Plantation Operations
Tobacco to Grain Economy	Agriculture	Plantation Operations
Dairy	Agriculture	Plantation Operations
Livestock	Agriculture	Plantation Operations
Buying/ Selling	Consumer Economy	Plantation Operations
Production by Enslaved	Consumer Economy	Plantation Operations
Enslaved/ Free Dynamic	Consumer Economy	Plantation Operations

This report flagged Narratives whose witnesses who lived north of present-day I-64 while enslaved, and thus closer to Loudoun County, for special attention. Twenty-three of the fifty narratives from *Weevils in the Wheat*, and eleven of the fourteen from *The North-Side View of Slavery*, presented the stories of those enslaved north of I-64. See Table 3.3j below for information categories recorded in the *Weevils in the Wheat* database. See the entire database in Appendix B.

Table 3.3j – Information Categories/ Weevils in the Wheat Database.

Weevils in the Wheat Categories	Weevils in the Wheat Categories
1. ID#	6. Place Enslaved
2. Name	7. Residence 1936-1937 [when Interviewed by WPA]
3. Gender	8. WPA Interview Date
4. Date of Birth	9. Enslaved Memories
5. Owner	10. Weevils in the Wheat page references

The North-Side View of Slavery database required distinct categories. As tales of runaway enslaved persons who found refuge in Canada before 1855, they come from a slightly earlier era and focus heavily on the witnesses' stories of their escape from slavery. See Table 3.3k below for information categories recorded in *The North-Side View of Slavery* database. See the entire database in Appendix C.

Table 3.3k– Information Categories/ The North-Side View of Slavery Database.

The North-Side View of Slavery Categories	The North-Side View of Slavery Categories
1. Name	5. Date of Escape
2. Gender	6. Years Enslaved
3. Date of Birth	7. Enslaved Memories
4. Places Enslaved	8. The North-Side of Slavery page references

To determine what topics were most important to oral history witnesses who provided the material for slave narratives, consultants reviewed the Enslaved Memories categories in Appendices B and C and assigned them to the interpretive components listed in Table 3.3i. These appear in Table 3.3l below. This review revealed six additional topics that did not appear in the interpretive components listed in Chapter 2. They will become part of the interpretive concepts. See them in Table 3.3m.

Table 3.3I–Interpretive Components Found in Slave Narratives

Component	Storyline	Theme	WPA Narrative ¹³	WPA Totals	North-Side of Slavery Narrative ¹⁴	North –Side Totals
Church	Religion	Community	5,15,19,20,30,31,33,40,46,47,49	11	100,104,105, 106	4
Practices	Religion	Community	2,4,15,29,30,33,38,44,45	10	101, 105	2
African Influence	Religion	Community		0		0
Importance	Religion	Community		0		0
AQE Daily Life	Domestic Life	Community	1,3,5,15,20	5		0
Consumer Economy	Domestic Life	Community	5,20,31,48	4		0
Material Culture	Domestic Life	Community	1,11,16,33	4	106	1
Structure	Family	Community		0		0
Women and Children	Family	Community	4,5,10,17,27,29,30,35,39,41,42,43,44,45, 48	16	100,104,105,107,108, 109	6
Fluidity	Family	Community	4,27,29	3	108, 113	2
Consumer Economy	Work	Community	5, 20,31,48	4	101,112	2
Agency	Work	Community	15,19,9,23,27,30,33,36, 50	9	106,107,110	3
Trades	Work	Community	1,9,22,27,44, 45	6	105	1
Fluidity	Business of Slavery	Plantation Operations	4,27,29	3	100,101,102,103,109, 112,113	7
Selling South	Business of Slavery	Plantation Operations	1,5,7,8,9,11, 13,19,22,27,	18	101,102,108,109,111	5

¹³ Numbers in this column refer to numbered narratives in Appendix B – *Weevils in the Wheat* Database.

¹⁴ Numbers in this column refer to numbered narratives in Appendix C – *The North-Side View of Slavery* database.

			29,31,34,35, 36,41,45,48			
Hiring of the Enslaved	Business of Slavery	Plantation Operations	1,5,11,25,27, 29,47,48,49	8	102,112	2
Tobacco to Grain Economy	Agriculture	Plantation Operations	1,4,21,34,37, 44	6	103,104,107,110,113	5
Agricultural Practices	Agriculture	Plantation Operations	12,15,16,23, 31,33	6	100,102,104,107,108	5
Livestock	Agriculture	Plantation Operations	1,2,15	3	104,105	2
Buying/ Selling	Consumer Economy	Plantation Operations		0	102	1
Production by Enslaved	Consumer Economy	Plantation Operations	12,5	2	100,101,110	3
Enslaved/ Free Dynamic	Consumer Economy	Plantation Operations	1,4,5,9,13,14 ,15,17,25, 30,35,39,43, 44,45,47,48, 49	18	100,103,104,106,107, 108,109,113	8

Table 3.3m. - Additional Interpretive Components Found in Slave Narratives

Component	Theme	WPA Narrative	WPA #s	North-Side View of Slavery Narrative	North-Side #s
Music/ Celebrations	Community	1,3,5,11,15, 16,18,24,29,3 3,35,47,49	13		0
Medicine		10,12	2	104	1
Literacy		9,15,22,31,33, 43,49	7	100,104,105,106, 107,108,113	7
Food	Plantation Operations	1,2,10,11,20,2 3,30,33,37,44, 45, 47	12	101,102,106,110, 113	5

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Clothing/ Production & Allotment	Plantation Operations	1,11,12,15,16, 18,19,20,21,3 1,33,42,44,45, 47	15	102,105,106,107	4
Management of the Enslaved/ Control	Plantation Operations	3,4,5,6,9,11,1 3,15,16,19,22, 26	12	100,102,103,104, 105,106,107,108, 109,113	10

Finally, this report ranked the interpretive components found in Tables 3.3l and 3.3m to discover which of these were crucial to developing an interpretive portrait of enslaved life at the Arcola Quarters for the Enslaved. Table 3.3n provides the results.

Table 3.3n – Rankings/ Interpretive Components Found in Slave Narratives.

Ranking	Component	Number of Narratives
1	Enslaved/ Free Dynamic	26
2	Selling South	23
3	Management of the Enslaved/Control	22
3	Women & Children	22
3	Religious Practices	22
4	Clothing/Production & Allotment	19
5	Food/ Rations, Preparation, Acquisition	17
6	Church	15
7	Literacy	14
8	Music/Celebrations	13
9	Agency	12
10	Tobacco to Grain Economy	11
10	Agricultural Practices	11
11	Hiring of the Enslaved	10
12	Trades	7
13	Consumer Economy/Community	6
14	AQE Daily Life	5
14	Livestock	5
14	Material Culture	5
14	Fluidity	5
15	Consumer Economy/Domestic Life	4
16	Medicine	3
16	Production by Enslaved	3
17	Buying/Selling	1
18	African Influence	0
18	Importance of Religion	0
18	Family Structure	0

3.3.5.3 Enslaved Lives in Northern Virginia Drawn from Slave Narratives

The sixty-four slave narratives in this study present a compelling picture of a precarious way of life that none of the witnesses wanted. It made them completely dependent on the economic requirements and personal whims of their owners, deprived them of independence and dignity as human beings, routinely broke up their families and communities, subjected them to physical violence and punishments, and sometimes deprived them of adequate food, shelter, and clothing. There was no way out but death or escape. Finally, the lives of the sixty-four enslaved witnesses took place within the larger economic and political unrest of early nineteenth-century Virginia. Section 3.3.5.3 examines each of the interpretive components that ranked ten or higher in Table 3.3n above and described in more detail in Table 3.3o below.

Table 3.3o– Interpretive Components/ Descriptions from Slave Narratives

INTERPRETIVE COMPONENT	DESCRIPTION
Enslaved/ Free Dynamic	<p>The “enslaved /free dynamic” refers to the interpersonal relationships between the enslaved, their owners, and the other white people with whom they came into contact. Slave narratives reflect lives fraught with tension, instability, insensitivity, fear, violence, and agency. (See page 18 below for a description of “agency.”) These behaviors were sometimes confounding. House servants lived in the owner’s house; enslaved and free women nursed one another’s children; owners provided whiskey for celebrations by the enslaved; and both white and enslaved children played together. At the same time, physical violence against enslaved workers and sexual assault of enslaved women by white men was a common occurrence in enslaved communities. Inside the enslaved community, many treated mixed race individuals differently. Slave holders tended to treat enslaved individuals less well if they belonged to their wife’s family and not to him. Those selected by their owners to be trained in trades, foodways, and textile skills or as house servants had a higher status than field workers in the enslaved community –a status not appreciated by all. Slaveholders, not the enslaved community, conferred a higher status on these individuals.</p> <p>The enslaved/free dynamic allowed the enslaved community almost unfettered access into the private lives of the owner’s family. The family was insensitive to the presence of house servants, making it possible for them to overhear private conversations and business transactions. This information, sometimes about impending sales of enslaved individuals, quickly became public knowledge in the enslaved community and drove future agency.</p>

Selling South	<p>“Selling South” was the practice of selling enslaved workers, no longer needed to cultivate tobacco in the Upper South, to developing cotton plantations in the Lower South after 1800. The practice impacted hundreds of thousands of the enslaved over the first half of the nineteenth century. Historians refer to it as the “Second Middle Passage.” “Selling South” stories permeate the slave narratives studied for this report. Each informant had a family member “Sold South,” watched auctions of the enslaved, or witnessed caravans where hundreds of enslaved persons in shackles were forced to walk from Virginia to their new owners in the Lower South. This practice remade enslaved communities in Virginia and left individual enslaved persons wondering if they were next.</p>
Management of the Enslaved/ Control	<p>The system of slavery controlled every aspect of an enslaved person’s life—food, shelter, clothing, work, movement, location, and time—through a system of overseers/ bosses at farms and plantations, and patrols (private police forces or possess that monitored movements of the enslaved and their activities off their owner’s property and after hours). Both routinely utilized physical violence.</p> <p>Men, women, and children were all subject to whippings. owners and overseers administered most punishments, but mistresses also beat women and children. If enslaved people were continually non-compliant, their owners sold them.</p> <p>Overseers controlled the workday lives of the enslaved, rousting them in the very early morning and getting them into the fields or their workstations before dawn; they worked with two meal breaks until the sun went down. The enslaved normally worked six days a week with Sundays off. Enslaved persons sometimes worked for short periods at different properties owned by their slaveholders. They travelled between locations on Sundays, their day off.</p> <p>Many witnesses reported that the overseers or slaveholders frequently gave enslaved workers them evening or night work to complete after a day in the fields. Some witnesses reported that those who had physical impairments or were too old to work under this system were sold South.</p> <p>The enslaved had to have passes, often handwritten on scraps of paper, from their owners to leave their property. Patrols worked local roads searching for enslaved people, demanding passes, and punishing those who did not have them. With the fear of uprisings of the enslaved ever-present, they broke up the celebrations and religious meetings of the enslaved at will.</p>
Women and Children/ Family	<p>Enslaved families had fluid structures. Many married, but their marriages had no legal standing. Many children still lived in the same cabins as their</p>

Religious Practices + Church

parents (more often mothers) but raised communally due to the ever-changing nature of their situations. Parents, even if married, often had different owners, worked at separate locations, or were hired out or sold too far away to stay connected. Children could be sold away from their mothers or families from age 8. A mother and one child were sometimes sold together, leaving the rest of the family behind. The enslaved had no control over these sales, which were driven by the needs and whims of enslavers, or by legal arrangements such as wills and wedding contracts or dowries.

Children went to work at the age of eight. In the fields, they began with the simple tasks of feeding chickens, herding cows, or scaring crows away. Those in the house did basic chores in the rooms and kitchen. Witnesses report that prior to age 8, they spent time playing with their owner's children, not knowing what it really meant to be enslaved.

The slave narratives in this study present an inconsistent picture of the religious practices and church attendance among the enslaved. Some slaveholders forbade church attendance for their enslaved outright. Others took all of their enslaved workers to church regularly, where they sat in the gallery or in a part of the church set aside for them. A few brought clergy to their property to preach to the enslaved.

The witnesses seemed more enthusiastic about religious meetings that enslaved people organized for themselves, which were full of preaching, prayer, and music. These took place at night, often without prior approval of their owners. Participants stationed lookouts to warn the participants if any patrols were in the area. If so, these gatherings broke up immediately.

Clothing/ Production + Allotment

Clothing was a constant concern for the enslaved in northern Virginia. Quality and quantity varied widely from location to location. Enslaved spinners, weavers, and seamstresses, supervised by the mistress, produced both cloth and garments on site. They referred to phases of the production of cloth as "night work." After a long day in the field or farmhouse, the overseer issued specific amounts of unprocessed fiber to enslaved women to card and spin into yarn by morning.

Children and adolescents, regardless of gender, were typically clothed only in a "shirt tail" (a long shirt) or shift. Some owners dyed shirt tails a crocus yellow, so enslaved workers could be more visible to overseer and patrols. Most young people had no shoes.

Adults received clothing allotments--usually one outfit-- twice a year, plus shoes. The mistress sometimes brought the owner's clothing cast-offs to the quarters, often when cleaning in the spring, and gave it to the more favored among the enslaved population. Some of the enslaved received

	<p>coats and jackets. The enslaved supplemented their wardrobes by trading or bartering with each other and by purchasing items with money they made on the side. The enslaved made additional clothing; knitted socks, mittens, and scarves; and made household items, such as coverlets and quilts, from cloth and yarn left over or redirected from the official clothing production process, or from their own clothing that was too worn to use in any other way.</p> <p>By 1850, Northern textile companies were making cloth specifically for slave-holding buyers. It is not clear whether the people whose narratives appear here were in locations where their owners used this manufactured cloth to make clothing for their enslaved workers.</p>
Food/Rations, Preparation, Acquisition	<p>Food insecurity was ever-present for the enslaved. While some were well-fed and had enough to eat, many others did not. They relied on weekly rations: meat (fatback pork or bacon) and meal (corn), twice-daily communal meals (often soup) that came from the farmhouse/plantation kitchen, leftovers the plantation cook could sneak out for them, what they could scrounge from farm gardens, and what they grew in their own small quarters for the enslaved gardens. These resources were not available consistently, forcing many of the enslaved to steal food from the owner's kitchen or smokehouse.</p> <p>Food preparation by and for individuals and families could be unpredictable. Some cabins for enslaved workers that did not have cooking fireplaces. This meant food preparation took place outside over an open fire, shared with those living in nearby quarters. Some witnesses reported that enslaved women prepared simple breakfasts for their children from their rations before heading to the fields but did not prepare other meals. More revealed that the enslaved rarely sat down at a table to eat.</p>
Literacy	<p>Most enslaved people were illiterate. Virginia passed laws in the second quarter of the 19th century tightening the prohibition on teaching African Americans, free or enslaved, to read and write. A small number of enslaved people learned to read and write from their enslaver's children directly – or by sitting in on their lessons – when they were very young. Such learning stopped around age 8 when enslaved children were put to work. Owners feared that educated enslaved individuals would foment uprisings or falsify passes and other documents, allowing them and others to escape.</p>
Music/ Celebrations	<p>Celebrations, such as parties, weddings, funerals, and Christmas, were the main form of entertainment for the enslaved. Every event described in the narratives featured music played on some combination of homemade</p>

	<p>fiddles, banjos or drums as well as singing and dancing. Some narratives feature lyrics of these songs.</p> <p>These celebrations were lively affairs, usually held at night when the day's work was over. Sometimes enslaved people from area farms and plantations attended. To do this, they had to have passes from their owners, who sometimes provided alcoholic beverages for the occasion. Other times home-distilled liquors were present. If discovered, patrols broke up celebrations held without the knowledge of their enslavers.</p>
<p>Agency</p>	<p>Agency is the practice of resistance and manipulation the enslaved used to work the restrictive institution of slavery to what personal or communal advantage they could. These practices ranged from the obvious (outright refusal to work, not showing up for work, working at a slow pace) to subterfuge (trying on the mistress' clothes, stealing food out of the kitchen or smokehouse, misplacing/ breaking owners' items, playing dumb) to sometimes raucous communal activities (celebrations, religious meetings, dances) guaranteed to play into the owners' fear of rebellions by the enslaved.</p> <p>Underlying agency behaviors was the knowledge by both free and the enslaved that the enslaved: (1) greatly outnumbered the white population in most rural settings and (2) had ready access to weapons (guns, knives, axes, whips, batons) and the skills to manufacture them.</p>
<p>Tobacco to Grain Economy + Agricultural Practices</p>	<p>The transition from tobacco cultivation to an agricultural economy based on grain is very evident throughout these narratives. Many of them talked about the cultivation of numerous grain crops alongside smaller amounts of tobacco, flax, and cotton for domestic use. They also described agricultural practices such as ploughing, planting, and harvesting, along with ox-driving. While both men and women worked in the fields cultivating crops, only men ploughed the ground and drove the wagons. The memories of the enslaved reflect known agricultural practices for the period of interpretation.</p>
<p>Hiring of Enslaved Workers</p>	<p>Hiring of the enslaved refers to the practice of slaveholders renting out ("hiring out") their skilled or excess able-bodied enslaved workers for a specific period for a fee. There was normally a written agreement specifying payment and time frame; some agreements included what clothing the person hiring had to provide for the enslaved person. This arrangement took the enslaved away from their homes, family and community.</p> <p>Owners hired out men, women, and children to white businessmen and families in a variety of settings. Enslaved men with trade skills, such as blacksmithing and carpentry, were in demand; some went to tobacco factories and other work environments as hired hands; others went to another farm or plantation as agricultural laborers. Slaveholders hired out</p>

enslaved women as cooks, maids, nannies, nurses, midwives, and general domestic helpers in both rural and urban settings. Children tended to work in domestic settings. A few--men, women and children--worked in stores, restaurants and other public establishments. Enslaved workers hired out in towns and urban areas often had the freedom of movement, control over a portion of their own time, and some money in their pockets that those who remained in rural settings did not.

3.3.5.4 Enslaved Life at the Lewis Farm Drawn from Public Records

There is currently no way to present a detailed description of the life of the people enslaved on the Lewis Farm in the interpretive period. Charles Peyton Lucas, the only Loudoun County informant, was a runaway enslaved man who escaped to Canada in 1841. His 1855 oral history accords with those of other witnesses in Northern Virginia.

The public records studied for this report include wills, estate accounts, estate inventories, estate sales and tithables. They offer no insight into the following topics described in Table 3.3n: free/enslaved dynamic, religious practices, literacy, music and celebrations or agency. For the sake of creating an interpretive plan, we are going to assume that they fell within the bounds described Table 3.3o. The Lewis family public records do give us some insight into the following topics: selling south, management/control, women and children, clothing production and allotment, tobacco to grain economy + agricultural practices and hiring of the enslaved. Table 3.3p describes these insights.

Table 3.3p - Interpretive Components/ Descriptions from Lewis Family Public Records

INTERPRETIVE COMPONENT	DESCRIPTION/LEWIS FAMILY PUBLIC RECORDS
Selling South	There is no evidence that the Lewis family sold their enslaved workers to anyone except members of their large extended family in Loudoun County. More often, they bequeathed, advanced, and allotted Enslaved individuals to various family members after a death within the family. (See Table 3.3b.) Some enslaved people did move to Kentucky with their Lewis extended-family owners during the period of interpretation. This involved the removal of an entire free household and its enslaved and was <i>not</i> part of the practice of selling South.
Management of the Enslaved/ Control	The Lewis family owned numerous properties within Loudoun County, each with its own enslaved work force. Charles Lewis owned three, one within easy walking distance of the Lewis Farm. The same enslaved individuals appeared in public documents for different properties at various times, making it almost certain that James, Charles and the rest of the Lewis family routinely moved their

	<p>enslaved workforce around to fulfill their current needs. They temporarily lent their enslaved trades people to complete specific projects. Work gangs circulated more frequently during planting and harvesting seasons.</p> <p>This continual fluctuation in the location of enslaved workers impacted both the slave community and plantation operations. The enslaved men and women who remained had to take over for those were away. In the quarters, they had to reorganize everyday activities, such as meal preparation and childcare; new family groupings had to form, sometimes on short notice, for life to move on. Some scholars refer to this ever-changing family/communal dynamic as “fluidity.”</p>
Women and Children	<p>Lewis family public records tell us that over half of those enslaved by the Lewis family were female; many were mothers with young children. Too young to work, these children had no specific or current monetary value to the family, but they did constitute a future resource. More children had assigned dollar values beginning at around age 8, the age most enslaved children were put to work.</p>
Clothing/ Production and Allotment	<p>Lewis family public records list substantial quantities of the tools and materials needed to produce clothing for the enslaved. These include looms, reels, a variety of spinning wheels, wool, and flax. See Table 3.3g for a description of clothing for the enslaved production.</p>
Tobacco to Grain Economy + Agricultural Practices	<p>The Lewis family agricultural operations had transitioned to a grain economy by the beginning of the interpretive period. Their public documents list a good supply of agricultural implements, including ploughs, harrows, pitchforks, scythes, and cradles to raise wheat, corn, rye, flax and oats. The Lewis families used oxen to pull their ploughs and to pull their wagons. They raised sheep to provide wool needed for clothing for the enslaved; pigs to provide meat for both enslaved and free; dairy cattle to provide milk to farm residents; and horses to transport themselves.</p>
Hiring of the Enslaved	<p>Lewis family wills mention contracts for the hiring of enslaved trades people. Blacksmiths, carpenters, saddlers, shoemakers, ploughmen, and cart drivers are among the trades and skills recorded for the enslaved. The substantial number of horses owned by the Lewis family indicated grooms, carriage drivers, and stable hands were working on their properties. See Table 3.3g for a description of s practices for the hiring of enslaved workers.</p>

3.4 Cultural Landscape

Landscapes are the visible features of an area of land. They combine physical characteristics and the cultural overlay of human presence on a location. Cultural landscapes reflect a living synthesis of people and place that is vital to local and national identity. They help to define the self-image of the people who inhabit it and provide dynamic backdrops to people's lives.

The cultural landscape of the AQE site has undergone numerous changes since the construction of the stone Quarters for the Enslaved in the second quarter of the 19th century. The property has been a farm worked by the enslaved, a family farm, a commercial sod farm, land playing host to several data centers, and now a historic site. They have all left an impact on the site's cultural landscape. Before it can open as a historic site interpreting the time when the AQE was an active Quarters for the Enslaved, adjustments must take place once more. Section 3.4 offers suggestions and recommendations to achieve that goal in the areas of buildings/structures, archaeology, and other features.

3.4.1 Buildings/ Structures

- Preserve and restore the AQE so that it can accommodate visitors walking through the c. 1845 section.
- Loudoun County intends to preserve American Foursquare farmhouse; however, its future use is yet to be determined. Future archeology will determine the relation of the farmhouse to the families that were enslaved at AQE.
- Loudoun County intends to build a modern visitor and education center near the existing parking lot. There are no plans to build any further structures on the Quarters for the Enslaved site. Once earlier plantation buildings on site are located, interpret them through signage, building footprints, or ghost structures, building frames that represent the exact placement of lost historical structures.¹⁵ This will give visitors a sense of the Arcola plantation house and yard.

Since visitors will be able to tour the AQE itself, abandon the idea of a replica enslaved cabin near the AQE. Instead, create a living history center area adjacent to the Visitor Center or at its own location within the park. The living history area will contain facilities for period foodways, trades, daily life, and other activities that meet current standards of risk management and building codes without risk to the historic environment.

¹⁵ Sean Stucker, "Perceptions of Memory: The Mann-Simons Site Ghost Structures," *Columbia (SC) Star*, September 18, 2015. <https://www.thecolumbiastar.com/articles/perceptions-of-memory-the-mann-simons-site-ghost-structures/> (Accessed November 15, 2021.) This article provides a solid explanation and examples of ghost structures.

3.4.2 Archaeology

Cultural resource management firms conducted two archaeological investigations, one in 2005 and one in 2007, on Lewis family land surrounding the Arcola Quarters for the Enslaved. These surveys were part of the research required by Loudoun County in preparation for development of the land surrounding Arcola. The first project was a Phase I survey conducted in 2005 by URS Corporation for Buchanan Partners, consisting of fifteen test areas, primarily in what is currently a sod farm. Charles Lewis owned the land in the 19th century. Cultural Resources, Inc. conducted the second study in 2007, on land opposite the Arcola Quarters for the Enslaved, across Evergreen Mills Road. This study included Phase II and Phase III investigations. They uncovered the foundations of two 19th century quarters for the enslaved buildings, most probably built by Charles or Thomas Lewis in the first quarter of the 19th century, as well as a Lewis family cemetery that includes the unmarked graves of enslaved African Americans.¹⁶

It is more challenging to make accurate characterizations of the Quarters for the Enslaved site and its use during the selected interpretive time period, because no other plantation-related buildings survive, aside from the foundations of the original 19th-century house. Archeological field work will be done at locations determined by the Loudoun County Archeologist and the preservation team within Loudoun County Planning and Zoning. Non-destructive methods such as LiDAR (Light Detection and Ranging) and GPR (Ground Penetrating Radar)¹⁷ might be enough to at least locate other outbuildings or additional quarters. Careful work around the foundations of the original house might yield information that would be very useful in interpreting the site. Coordination with the County's Department of Planning and Zoning will be necessary to conduct this work.

¹⁶ URS Corporation. *Phase I Archaeological Study of the Arcola Center Property, Loudoun County, Virginia*. Prepared for Buchanan Partners, April 2005; Cultural Resources, Inc. *Phase II and Phase III Archaeological Investigations at Site 44LD1433 on the Goupda Property, Loudoun County, Virginia*. Prepared for Buchanan Partners, June 2007.

¹⁷ LiDAR: <https://en.wikipedia.org/wiki/Lidar#Archaeology> (Accessed January 13, 2022.); GPR: <https://www.geophysical.com/using-ground-penetrating-radar-archaeological-sites> (Accessed 12/3/2021.)

3.4.3 Other Features

Section 1.3 of this report discusses a variety of landscape features at the AQE site. Table 3.4a lists five that will directly impact historic interpretation at the site.

Table 3.4a Discussion Points/ Cultural Landscape Features

CULTURAL LANDSCAPE FEATURE	DISCUSSION POINTS
Viewsheds	<ul style="list-style-type: none">○ Interpretation○ Screening○ Impact on entire site interpretation
Well	<ul style="list-style-type: none">○ Determine age of well○ Restore if relevant to AQE interpretation?○ Fill in?
Plantation Road (Current Entry Road)	<ul style="list-style-type: none">○ Restoration○ Interpretation
Broad Run	<ul style="list-style-type: none">○ Interpretation○ Restoration○ Rebuild/restock fishpond if historical
Non-historic facilities	<ul style="list-style-type: none">○ Function○ Location○ Design

Chapter 4:

Growing Interpretation/ Arcola Quarters for the Enslaved

4.1 Overview / Visitor Experience

The AQE has stood the test of time to bring an authentic testimony of 19th century life for those people enslaved in Loudoun County Virginia. Visitors will have a unique experience as this rare artifact evokes the imagination back to a time distant from today's modern life in Northern Virginia. The view shed will try to block the modern buildings and create an environment that will harken the visitor back in time to experience and witness the human bondage and daily toil of those enslaved.

Visitor experiences at Arcola Quarters for the Enslaved (AQE) will vary but each visitor should gain an understanding of the overall main theme of the site, *African American Heritage in Loudoun County, Virginia*, and the interpretive concept of enslaved life as *Shadows on the Land*. Awareness of the overlapping and intersecting worlds of enslaver families, the enslaved, and other populations is basic to the understanding of Arcola story. This plan lays out the expected interpretive experience that will be available daily for the routine/casual visitor. It also suggests additional program formats for adults, youth and school groups, changing exhibits, community events, and other programs that staff will develop to attract and serve new audiences. They are each described in the following sections and will be developed in several phases as the site's audience and capacity grows. Details and other descriptions appear in Section 4.6.

The routine visitor will encounter the site through a series of experiences. After the arrival sequence of site entrance, parking and visitor reception, the visitor will have the opportunity to see an orientation video and exhibit that will set the stage for subsequent exploration of the historic site itself. Staff will offer the visitor information (augmented with printed, audio and electronic media) to facilitate a self-guided tour of the site. Outdoor interpretive signage will give the visitor an understanding of the Quarters for the Enslaved building and other structures, no longer present, that made up the active life of the Lewis Plantation and information about the site themes and stories.

4.2 Physical Resources and Cultural Landscape Recommendations

The following section provides the results of a comprehensive analysis of the physical resources at AQE and their ability to convey the site's historical significance, meet the goals of the IMP, and enhance the overall visitor experience at the site.

4.2.1 Evaluation of Current Integrity/Physical Resources and Cultural Landscape

The current environment surrounding the site now includes several data centers and the Elaine Thompson Elementary School. Historically, the many acres of the Arcola Center have been transformed from an agricultural landscape to a technological commerce center. The 14.71-acre site represents only a portion of the original farmstead. The site retains the original stone Quarters for the Enslaved, a portion of the original kitchen yard, and a small portion of the original agricultural fields. The original plantation house and agricultural outbuildings are no longer extant. A c. 1930s American Foursquare house now sits atop the foundation of the original plantation house, and a modern maintenance building occupies the same location as the original barn (the barn may exist as ruins). The c. 1930 house and Quarters for the Enslaved are located on a hill above a branch of the Broad Run Creek. The current entrance to the site is located east of Evergreen Mills Road, along an unimproved dirt road. Visitors to the site first pass through the modern maintenance yard and its gravel parking lot. A metal gate across the road secures entrance to the site. Visitors then cross a branch of the Broad Run Creek, which has a minimal flow since it is dammed northwest of the quarters for the enslaved. The dirt road continues up the hill and splits to the south in front of the Quarters for the Enslaved, and to the east, to the side of the c. 1930 house. The location provides views to the south and east of agricultural fields. With the development of the Arcola Center, commercial development surrounds the site to the west and business parks (data centers) to the south. The completion of Loudoun County Parkway to the east bisects a portion of the original agricultural lands and introduces a multi-lane transportation corridor to the historic viewshed.

The Quarters for the Enslaved retains its physical integrity of design, material, and workmanship to a noteworthy degree; the continued preservation of this physical resource is an important treatment option based on the significance of the site. The building is the only remaining resource extant at the site from the period of significance. The original plantation house and agricultural building(s) remain as ruins, incorporated into twentieth-century building foundations. This report recommends that the buildings not constructed within the interpretive period for the AQE site be rehabilitated and repurposed for new functions that will support the interpretive goals and enable the presentation of a more historically accurate cultural landscape immediately surrounding the Quarters for the Enslaved.

4.2.2 Interpretive Approach / Physical Resources and Cultural Landscape

In an effort to convey an accurate sense of the historical setting of the AQE site, this report recommends that PRCS restore both the built environment and the cultural landscape where possible, based on archival, architectural, and archeological investigations. When reconstruction

of important historic-age buildings and cultural landscape elements are not possible, AQE can convey their significance using interpretive devices. This report includes additional recommendations to interpret landscape features that, historically, were located outside of the current site boundaries. This will allow the site to convey its significance more fully as an early-to mid-19th-century rural plantation. Finally, recommendations for relocating modern functions outside of the historic core of the site enables it to meet IMP goals and objectives and enhance visitors' overall site experience.

The following definitions illustrate the intent of proposed use recommendations for physical resources and the cultural landscape:

- **Feature:** unique detail or component part that, together, forms the architectural style of structures or landscapes.
- **Exhibit/Interpreted Space:** physical illustration of interpretive goals using objects, artifacts, landscapes, and the built environment to communicate the interpretive themes of the site.
- **Delineated Non-Extant Structure:** the use of interpretive devices to convey a sense of the historic setting by delineating the location and massing (overall shape) of non-extant historic structures associated with the site.
- **Administrative Offices and Support Spaces:** spaces designed to best accommodate the administrative functions of site staff necessary to manage and maintain a historic site.
- **Conference Room:** a multi-purpose room provided to accommodate singular events or meetings.
- **Cultural Landscape Feature:** a prominent or distinctive quality or element of the surrounding landscape that contributes to the physical character of the landscape.
- **Visitor Center:** a physical location serving as the point of visitor entry to the historic site and providing site orientation and overarching theme information; often includes access to restrooms and a gift store.
- **Restroom Facilities:** a space providing access to a toilet and washbowl for site staff and visitors.
- **Representative** indicates the cultural landscape feature will not be located at its original location
- **Vignette** indicates the cultural landscape feature will represent only a portion of the original feature.
- **Reconstructed** indicates the cultural landscape feature will rely on the use of historical documentation (photographs, oral histories, secondary source accounts)
- **Replica** indicates the cultural landscape feature will represent a modern fabrication of an original site element.

The following section makes recommendations for the physical representation of existing and missing buildings and features. Table 4.2a provides an overview of extant historic resources, their date of construction and proposed use, as well as repurposed non-historic resources and recommendations for new construction. Refer to Figure 4.2a for a diagram of all recommendations for the historic built environment and the cultural landscape. The term “Voices Signage” in Figure 4.2a refers to the interpretive signage that is part of the proposed *Voices on the Trail* program. See Section 4.5.3 for a full description.

Table 4.2a
Overview of Recommendations for the Built Environment and Cultural Landscape

ID #	Building or Site Feature Name	Date of Construction	Proposed Use
1	Quarters for the Enslaved	c. 1813; 1845	Exhibit/Interpreted space
2	American Foursquare house	c. 1930	Rehabilitate and repurpose Conserve and stabilize ruins of original house
3	Maintenance and Storage	c. 1995	Remove non-historic structures Conserve and stabilize ruins of original barn
4	Kitchen yard		Representative cultural landscape feature and vignette exhibit
5	Agricultural fields		Representative cultural landscape feature and vignette exhibit
MODERN AND (PROPOSED) NEW FACILITIES			
6	Visitor Center		Exhibit Gift shop Administrative offices Conference room Restrooms
7	Parking Lot		
8	Demonstration area		Program space
6	Covered Waiting Area and Golf Cart storage		Infrastructure
9	Pavilion		Program space
10	Vegetative screening		
11	Water Feature ¹		
-	Interpretive trail		Recreational trail Exhibit

¹ A water feature is a landscape architectural design element involving water, such as a pond or waterfall.

Arcola Quarters for the Enslaved
Interpretive Master Plan – Revised

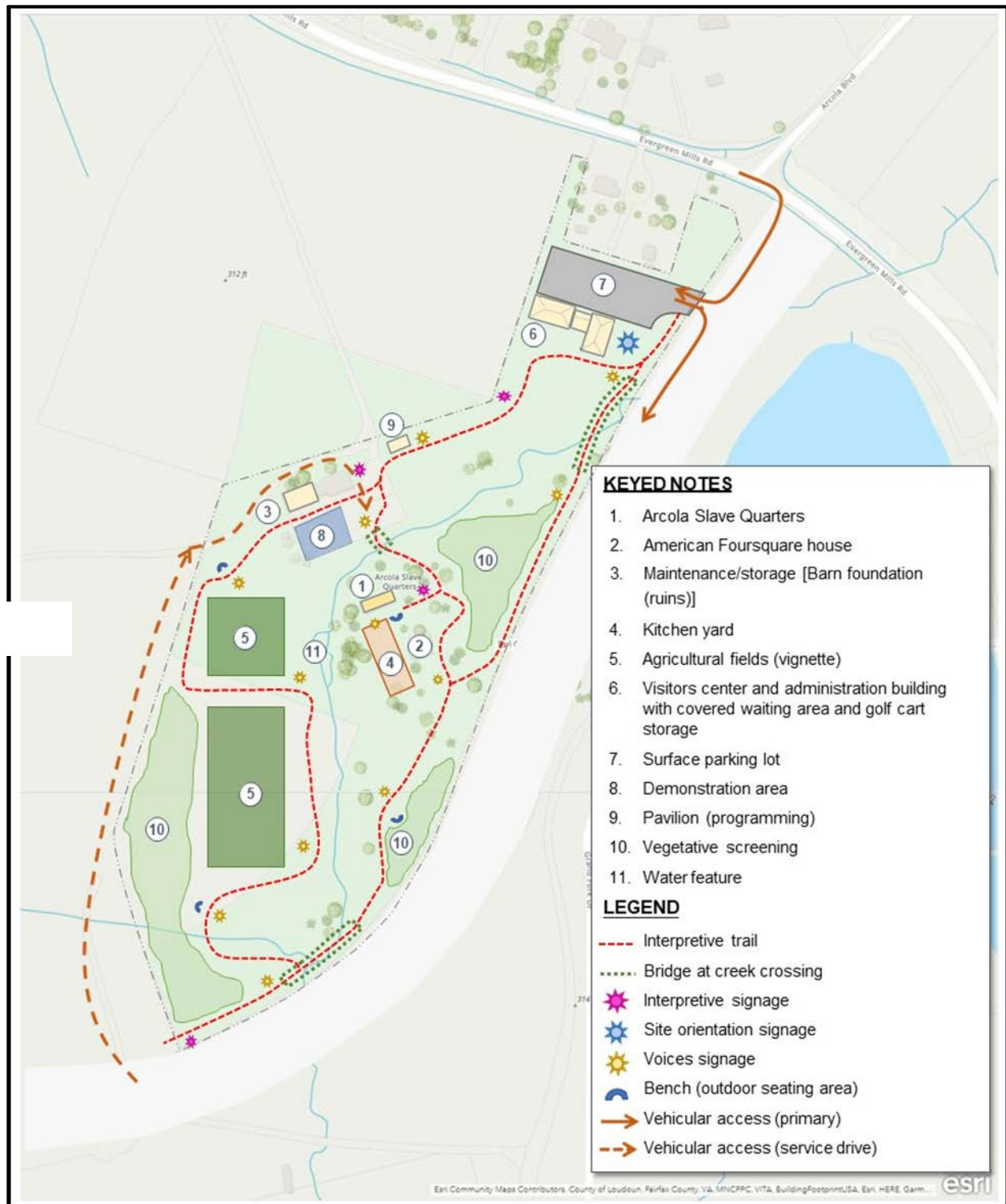


Figure 4.2a. Proposed Site Plan and Circulation Diagram for AQE Site

4.2.3 Recommendations/ Historic Built Environment

The Quarters for the Enslaved represents the only physical remnant of what was once a large plantation near Arcola, Virginia. Significant alterations have occurred to the fenestration (window openings) along the east façade, and the interior environment has suffered from its conversion to an equipment storage building in the early twentieth century and then decades of disuse. Modern interventions have helped to preserve original building fabric and stabilize the structure, slowing additional deterioration.

The c. 1930 American Foursquare residence represents a later period in the history of the Lewis plantation. It has also been subject to recent stabilization efforts and is a good candidate for rehabilitation and reuse. The maintenance buildings and sheds to the west of the historic core are modern buildings and were constructed well outside of the interpretive period for the site.

Major recommendations for the built environment include:

1. Conduct additional archival and archeological investigations to determine location of buildings dating from the antebellum and post-bellum era of the site. Once locations are known, provide interpretive devices at each location to aid in the accurate interpretation of the site and its historic built environment. Archeological investigations should use the least intrusive means possible to determine the site configuration during the interpretive period. This report recommends the use of Ground-penetrating radar and LiDAR to identify below-surface abnormalities without disturbing cultural materials.
2. Continue archeological, architectural, and archival research to determine locations and limits of historic site features (such as pedestrian paths, carriage roads, fences and gates), types of agricultural crops grown, and native plant species extant within the domestic core of the original plantation. Once locations and types are known, provide interpretive devices at each location to aid in the accurate interpretation of the cultural landscape.
3. Preserve, rehabilitate, and stabilize as needed the exterior and interior building fabric of the Quarters for the Enslaved.
4. Construct a Visitor Center and site infrastructure per recommendations that follow and as outlined in Figure 4.2a.
5. Remove modern maintenance sheds and infrastructure at maintenance yard. Preserve, conserve, and stabilize foundation ruins of original (or historical period) barn.

6. Construct accessible routes to all major areas of interpretation and buildings included on the site tour. Accessible routes should follow historic pedestrian circulation routes if known; otherwise follow proposed circulation routes provided in Figure 4.2a.
7. Incorporate static scenes as appropriate at the site to aid in the interpretation of the cultural landscape.

4.2.3.1 Arcola Quarters for the Enslaved

The only building associated with the Lewis plantation during the interpretive period remains at the site: The Quarters for the Enslaved.

Recommendations: It is recommended that the Quarters for the Enslaved be converted for limited use as an exhibit space. Refer to the Furnishings Plan for recommendations for the historic interior of the home. The Quarters for the Enslaved can be used for exhibit space, general and thematic tours, and special programming and events. Special consideration of the following elements should accompany any plan to *continue the use of the Quarters for the Enslaved as a furnished exhibit space*:

- Stabilization, reconstruction, and restoration of the building, following preservation principles outlined in the Secretary of the Interior's *Standards for the Treatment of Historic Buildings* (Standards).
 - Rehabilitation and stabilization measures should take place to provide the visitor with an appropriate sense of the historical setting of the site while conserving the historic building fabric of the Quarters.
 - Reconstruction of the front façade of the Quarters for the Enslaved is recommended, since this is the façade that has undergone the most significant change and the one that will be most visible to visitors to the site. Its reconstruction will provide visitors with a better idea of what the Quarters for the Enslaved looked like during the interpretive period, and adequate physical evidence exists for its reconstruction, per the *Standards*.
 - Stabilization, restoration, and reconstruction work is necessary to restore the historic interior to its appearance during the interpretive period. Further research and physical examination of the building will inform plans for the historic configuration of the interior spaces.

- Review accessibility and egress compliance for interior and exterior spaces. Modifications to achieve accessibility for interior spaces should consider the historic building fabric and minimize impact to original building materials.
- Ensure adequate ventilation, as necessary, to meet requirements for proper conservation of exhibits and artifacts displayed within the building.

Install inconspicuous fire detection and security system to monitor visitors to the site and provide a level of protection for the museum collections.

4.2.3.2 Foursquare Residence

Although historic age, the Foursquare residence represents a period of the Lewis plantation outside of the interpretive period.

Recommendations: Rehabilitate the American Foursquare residence and repurpose it for use by the Loudoun County Department of Parks, Recreation, and Community Services. Special consideration of the following elements include:

- Conduct an existing conditions assessment of the building. A preservation architect meeting the *Secretary of the Interior Professional Qualifications* for Architecture and/or Historic Architecture should conduct this assessment. In addition, this report recommends an evaluation by a structural engineer experienced in structural modifications for historic buildings.
- Rehabilitate the building according to the *Standards*; retain the historic building fabric to the greatest extent possible, while repurposing the interior space for its new function.
- Install building systems in the least obtrusive manner, retaining historic building fabric to the greatest extent possible.
- Modify north entrance to provide accessibility to the front porch and to the first floor of the building.

4.2.4 Recommendations /Cultural Landscape

The cultural landscape of has changed significantly from the dense and dynamic environment of the historic period of the Lewis Farm. The site will retain 14.71 acres of the original farmstead and will house both modern buildings, an interpretive trail adjoining the historic core of the Quarters for the Enslaved, and the c. 1930 American Foursquare house. The natural and man-made site

features that remain should be preserved and conserved to promote the continued interpretation of the site as a nineteenth-century plantation in northern Virginia. They include such elements as the kitchen yard, a branch of the Broad Run Creek, known and unknown archeological and cultural sites, and elements associated with the agricultural use of the farmstead. Many non-extant structures and landscape features that were part of the Lewis Farm include the agricultural fields, vegetable and herb gardens, animal pens and corrals, and additional dependencies, and are located outside of the site's existing boundaries. However, there are a number of features with adequate historical documentation that PRCS can reconstruct or represent using interpretive methods.

This cultural landscape at AQE includes the following structures and site elements that are extant. This report recommends that they be preserved and conserved:

Kitchen yard: The dependencies of nineteenth-century plantations stood around a courtyard space behind the main house. The space often included a cookhouse, pantry, laundry, smokehouse, chicken house, spring house, well and cistern. Archeological investigations may yield additional information about the historic built environment surrounding the main house. Investigations, using the least intrusive methods possible, will ascertain locations of additional dependencies. The original kitchen yard remains between the Quarters for the Enslaved and Foursquare residence and can be incorporated it into the interpretation of the site.

Entrance Drive: The current entrance drive to the site may follow the historic configuration of the road. Typically, roads provided significant views of the plantation, culminating with the approach to the plantation house. Additional archival research may confirm the historic route of the entrance drive.

Broad Run Creek: Broad Run Creek is a tributary of the Potomac River that drains portions of eastern Loudoun County. A branch of this watercourse flows through the site, located north and west of the Quarters for the Enslaved. Historic aerials from the mid-twentieth century indicate the creek was at one time dammed to create a fishing pond west of the AQE and American Foursquare house. The significance of the watercourse to the location of the AQE and the role it played in the daily life of the enslaved will be part of the interpretation of the site.

4.2.4.1 Vignettes/ Larger Cultural Landscape Elements

PRCS can create visual representations of the non-extant structures and landscape elements at the site using a scaled version of the original. Interpretive signage installed at the vignette can

discuss the original location and size of the interpreted feature. AQE can interpret the following site features as vignettes to give a sense of the historic setting of the site.

- Building foundations (Figures 4.2b and 4.2c)
- Agricultural fields and pastures (Figure 4.2d)
- Vegetable and herb gardens (Figure 4.2e)

These visual representations, in conjunction with interpretive panels, will help tell the broader story of the function and use of AQE by illustrating the larger context of the Quarters for the Enslaved site, including the crops grown and the animals reared on the once-rural site.



Figure 4.2b. Benjamin Franklin's "ghost house" representing the former location of his residence in Philadelphia.



Figure 4.2c. Foundations of excavated row house, Jamestown, Virginia



Figure 4.2d. Agricultural crop vignette at Jourdan-Bachman Pioneer Farms, Austin, Texas



Figure 4.2e. Kitchen garden vignette at Button Farm Living History Center, Germantown, Maryland

Because the original resources on the site, excluding the Quarters for the Enslaved, are archeological in nature, it is important to help visitors gain an understanding of their nature and appearance, as well as the density of the overall site. Approaches recommended for the most important features can cover a range of expense and complexity. While initial installations may consist of interpretive signage, future site development should consider the following techniques that can engage visitors through multiple senses and learning styles and enhance their ability to “see” the site as it was during the period of interpretation:

- Visual materials (photos, illustrations, maps, quotes, virtual reconstructions) presented on loaned iPads, PDAs (apps).
- Audio material presented through on-site listening stations, cell phone tours, or PDAs (apps).
- Stabilized ruins or foundations of structures and/or the use of interpretive devices.
- Living history, person/guided interpretation, and demonstrations at the site of known features or structures.

4.2.4.2 Accessibility

When considering access to the site and its physical resources, most buildings and site features would not be accessible to visitors with mobility restrictions. Tight spaces limit accessible entrances for the Quarters for the Enslaved and accessible routes within its interior; AQE should provide alternative means of interpretation.

Americans with Disabilities Act (ADA) for Accessible Routes. The Loudoun County Department of Parks, Recreation and Community Services adheres to the ADA by following requirements of the 2009 ICC/ANSI A117.1 Accessibility Code. The ADA, enacted in 1990, prohibits discrimination against individuals with disabilities in areas of public accommodation and service, ensuring buildings and sites are accessible and usable by persons with disabilities. The Virginia Construction Code (2015) also outlines state-level regulations to guide design decisions for providing access to individuals with disabilities. AQE should use these regulations if they are more stringent than the 2009 ICC Accessibility Code. Relevant accessibility requirements for the design of buildings and pedestrian routes at the site include, but are not limited, to the following:

- At least 60% of all public entrances shall be accessible [2015 Virginia Construction Code (International Building Code 2009), Chapter 11, Section 1105.1].
- The International Building Code 2009 requires that walking surfaces that are part of an accessible route have a running slope not steeper than 1:20 (5%) and the cross slope of walking surfaces cannot be steeper than 1:48 (2%) (2009 ICC A117.1 Accessible and Usable Buildings and Facilities, Chapter 4, Sections 402.2 and 405.3).
- Walking routes should provide a minimum of 36" clear width (2009 ICC A117.1 Accessible and Usable Buildings and Facilities, Chapter 4, Sections 403.5)
- Passing spaces are required every 200' for accessible routes with a clear width of less than 60' (2009 ICC A117.1 Accessible and Usable Buildings and Facilities, Chapter 4, Sections 403.5.2).
- Surfaces should be constructed using stable, firm and slip resistant materials (2009 ICC A117.1 Accessible and Usable Buildings and Facilities, Chapter 3, Sections 302).
- When access to the buildings requires more than a ½" change in level, ramps should be provided that do not have a running slope steeper than 1:12 (8.33%). Existing buildings can be permitted steeper ramps at a maximum slope of 1:8 for a maximum rise of 3"; and a maximum slope of 1:10 (10%) for a maximum rise of 6" (2009 ICC A117.1 Accessible and Usable Buildings and Facilities, Chapter 4, Sections 405.2).

Outdoor Recreation Accessibility Guidelines (ORAG)². These guidelines developed by the U.S. Forest Service provide a synthesis of accessibility standards and trail design considerations.

- According to ORAG, a running slope of 1:20 (5%) will work for any distance of walking trail. For trail lengths less than 50 feet, a grade of 1:12 (8.33%) can be utilized with a resting interval provided at the end of each 50'-0" segment. A grade of 1:10 (10%) works for trail distances less than 30 feet in length.
- A resting interval is defined as a segment of the trail that is 5'-0" minimum length with a maximum 3% slope in any direction.
- The cross slope of walking trails should be no more than 1:33 (3%). If PRCS paves the path or elevates it above the natural grade, the cross slope cannot exceed 1:48 (2%).

² "Forest Service Outdoor Recreation Accessibility Guidelines" (FSORAG) (updated 2015), <https://www.fs.usda.gov/sites/default/files/FSORAG-2013-Update.1.pdf> (Accessed January 11, 2022).

The design of exterior routes from the proposed location of the Visitor Center and the site should follow all applicable accessibility requirements. Likewise, routes to program areas and the interpretive trail should conform to ADA standards and constructed of packed earth or other suitable material at a slope of no more than 2% (Figure 4.6f). To the extent possible, maintenance vehicles should operate only on service drives. Refer to Figure 4.2a for an illustration of proposed pedestrian and vehicular routes.

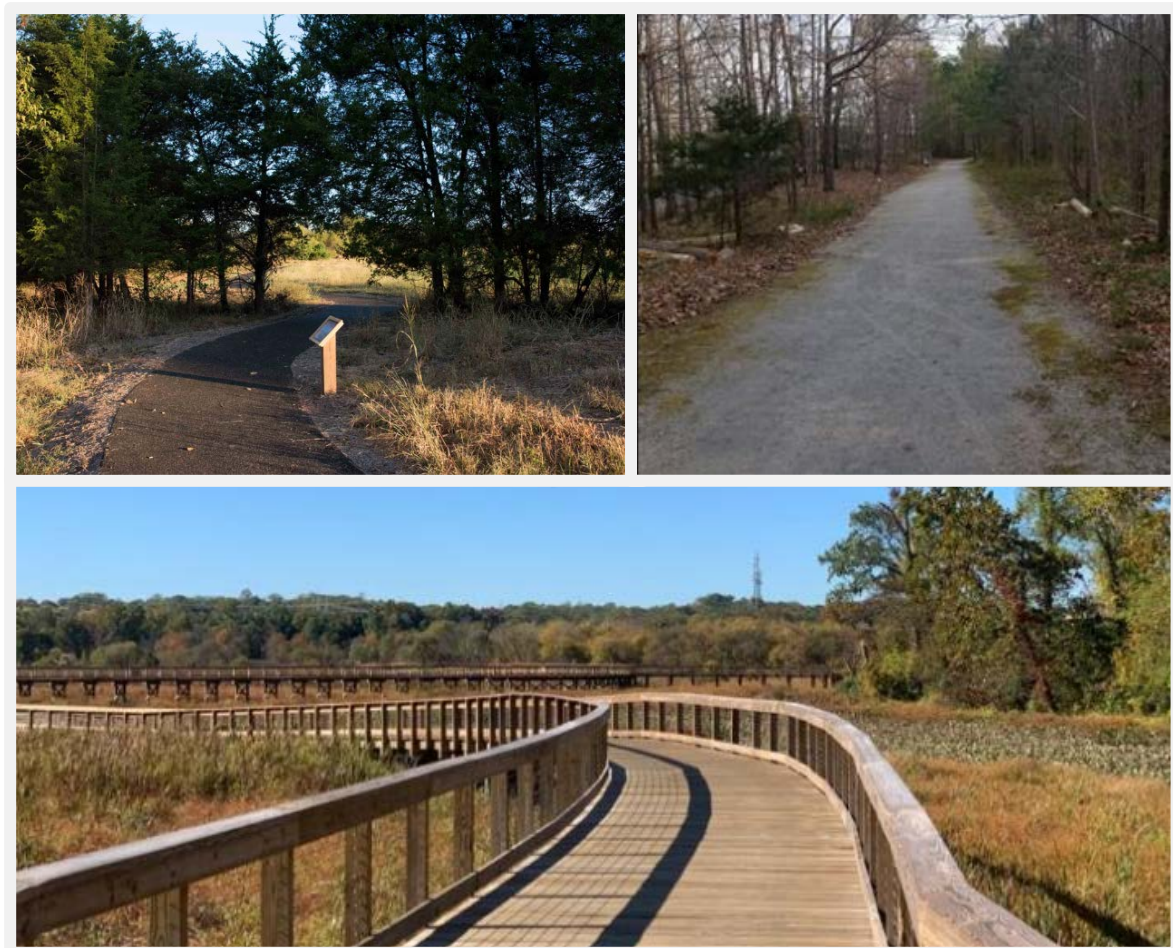


Figure 4.6f. Variety of accessible trail surfaces (upper left: asphalt surface, Brownsville Picnic Area Loop, Manassas Battlefield National Park; upper right: packed earth/gravel trail, Chester Linear Park, Chester Virginia; bottom: composite plank bridge over creek/wetland, Neabsco Creek Trail, Woodbridge, Virginia

As proposed, the interpretive trail illustrated in Figure 4.2a conforms to the grade requirements for accessibility. Areas that will require special design considerations include sections of the trail that cross the Broad Run Creek (north of the AQE and along the southern site boundary). Designs for these bridges at these locations will accommodate a shallow grade change, as required to create an accessible route to the AQE (see Figure 4.2g).



Figure 4.2g. Portion of existing circulation route that exceeds required grade change for an accessible route

4.2.4.3 Proposed New Facilities and Site Elements

The AQE site currently encompasses 14.71 acres and does not offer the potential for new facilities within its historic core. This report gives recommendations for the relocation of modern facilities and functions out of the historic core of the site and for the use of interpretive devices to visually connect the Visitor Center and the Quarters for the Enslaved. Figure 4.2h illustrates the relationship between spaces, buildings, and functions of the site.

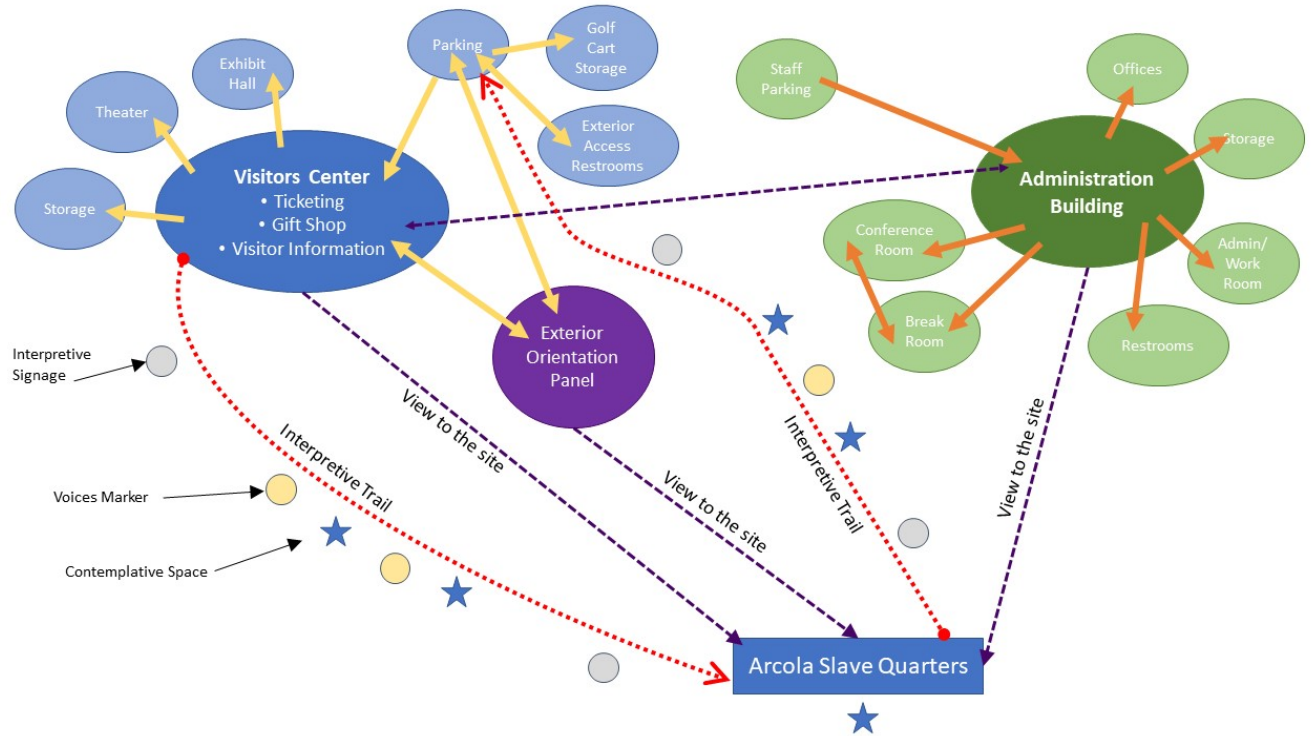


Figure 4.2h. Relationship diagram for proposed new facilities and site elements

Visitor Center. Through the construction of a modern facility, the functions of a Visitor Center can adapt more readily to changing technology and respond to the unique needs of the visitor. Intended as a first stop for visitors to the site, a Visitor Center will house functions necessary to familiarize the visitor with the site and its interpretive themes and storylines. The Center will house both rotating and permanent exhibits best suited to an interior environment. A multi-media presentation hosted as part of the exhibit space within the Visitor Center will provide a brief overview of the site. The Visitor Center will also house visitor amenities such as ticketing, gift shop, information, and emergency services. Exterior orientation exhibit panels located at the new facility will provide relevant background information and serve as a preview of the site for the visitor. Accessible restrooms at the Visitor Center provide a much-needed service for the site and offer the option of being open outside of the Visitor Center hours. In addition, the Visitor Center can house the administrative offices for site staff.

Design Considerations. The Visitor Center should be visible from major thoroughfares but not immediately viewable from within the historic core of the site. Figure 4.2a illustrates the proposed location of the Visitor Center and its relationship to the proposed parking lot and proposed paths

for the site. The building should be accessible and provide adequate space for identified functions for both the Visitor Center and Administration Offices. These spaces include:

- Main Lobby and Information Center
- Ticketing
- Gift Shop
- Exhibit Hall
- Theater
- Storage
- Restrooms
- Orientation Exhibits

For the Visitor Center, interior environments should flow easily from one space to the next, allowing a variety of audience types and sizes to move through each exhibit and/or service room at their own pace. Administration offices should be visually separate from the main and public spaces of the Visitor Center but allow site staff to circulate within the facility efficiently. Administration offices should include the following spaces to respond to the needs of site staff and special programs and events:

1. Administrative offices
2. Work Room
3. Break Room
4. Conference Room
5. Restrooms

The Center should maintain views to the site to further familiarize the visitor with the overall complex and serve as a preview to the self-guided or docent-led tours. In addition, the Administration Office should maintain easy access to the Maintenance Facility and covered waiting area. The design should allow for ease of access to the parking lot and restroom facilities.

The following table provides recommendations for overall space allocation for the Visitor Center.

Table 4.2b
Visitor Center and Administrative Complex (estimated 5,000–6,000 square feet total)

Space Allocation	Area
Main lobby and information center	800 SF
- Ticketing	
- Gift shop	

Space Allocation	Area
Exhibit hall	2000 SF
Theater/media room	120 SF
Restrooms	600 SF
Program storage	300 SF
Mechanical/Service space	100 SF
Administrative offices	1800 SF
- Two staff offices	
- Restroom	
- Break room	
- Conference space	
- Volunteer office	
- Research library	
<i>Total</i>	5,720 SF

Demonstration Area. As noted in Figure 4.2a, the historic skills demonstration area will be an exterior space used by site staff to provide special programs for the general public, demonstrating lifeways relevant to the overall interpretive themes for the site. This area serves as a central location for special programs and presentations to the general public. It will be located in close proximity to the Visitor Center, outside of the historic core of the site, and along an accessible pedestrian path. The Historic Skills Area should include a central platform for presentations to audiences of varying sizes. It will include a small demonstration garden geared for special programs, with crops rotated per season and based on archival and historical research for the types of crops grown at the site, in the region, and during the interpretive period. A small shop and/or forge building located in the demonstration area will provide a backdrop for living history programs. A storage shed should also be located near the demonstration area for secure storage of materials and equipment used for the living history programs at the site.

Interpretive Signage. Outdoor onsite interpretation, in the form of wayside and interpretive signage, will enhance the comprehensive interpretation at the site. It will assist with site navigation and present interpretive topics without the need for guided staff tours. Panels such as site orientation and specific topic interpretation will provide greater site-wide interpretation and may lead to increased site usage. Interpretive signage will give visitors a reason to stay on the site for longer periods of time. It may give those who do not venture into the Visitor Center a reason

to do so. In addition, outdoor exhibits will offer the site's topics and storylines to visitors who may choose not to view the permanent exhibit in the Visitor Center.

Wayside panels are like captions on the landscape: they should illustrate what visitors are seeing and explain its significance. Installing signage that is low profile—with a low panel angle, channeled in the direction you want the visitor's attention to go, with compelling graphics, title and text, in a small design with frame colors that are complementary to the location—ensures the most success with the least intrusion. AQE should use interpretive signage judiciously. The site should have just enough panels to get across the most important stories and information across to visitors.

If guided tours are not a daily part of site interpretation, interpretive signage is critical to the visitor experience at the Arcola Quarters for the Enslaved. Site orientation/wayfinding signage at strategic locations (parking lot, Visitor Center, as well as at locations that provide a wide viewshed) will help visitors understand the site and find their way around. AQE can interpret identified architectural and underground features with signage, including text and images.

Phenolic resin signs are the industry standard for outdoor signage, and they are available in a variety of sizes and shapes. The PRCS has in-house facilities or outside contractors who can facilitate this work. Photographs and descriptions of outdoor interpretive sign examples follow:

Table 4.2c - Outdoor Interpretive Signage Examples

Sign #	Description	Purpose	Info
1	Exterior low-profile pedestals and frameless panel ³	Multiple uses. Able to stand in a variety of locations.	<ul style="list-style-type: none"> ○ 10-year warranty ○ Available 18x24 and 24x36 inches
2	Panoramic Sign A ⁴	Provides eye lines for visitor to identify and learn about site features, even those now developed and no longer part of the historic area.	<ul style="list-style-type: none"> ○ Adaptable
3	Arrival Statement/ Overview ⁵	Sign can serve as an arrival statement at entrance points. Designed to allow users to take in all the information necessary to then move on to their activity of interest, coming events and activity-specific signage.	<ul style="list-style-type: none"> ○ Multiple uses, including warning signs, parking, memorials.

³ <https://panniergraphics.com/exhibit-bases-frames/single-pedestal/> (Accessed December 3,2021)

⁴ <https://www.pinterest.com/pin/213217363583306024/> (Photo accessed December 6, 2021). Manufacturer:
<http://www.screenmakers.com.au> (Accessed December 6, 2021)

⁵ <https://interpretedesign.com.au/services/wayfinding-maps/> (Accessed March 6, 2022.)

Arcola Quarters for the Enslaved
Interpretive Master Plan – Revised



Figure 4.2i. Example of Sign Type 1 – Outdoor Interpretive Sign



4.2j. Example of Sign Type 2 – Outdoor Interpretive Sign



Figure 4.2k. Example of Sign Type 3 – Outdoor Interpretive Sign

4.2.4.4 Pedestrian Circulation

The design and location of future pedestrian circulation routes within the site should consider accessibility, visibility, and functionality. Current routes through the site take the form of an unimproved gravel road that enters the site at the Maintenance Facility, traverses the creek bed, and climbs 20 feet to the apex of a hill. The current route offers both challenges and opportunities for moving visitors throughout the site. This report proposes the following improvements to accommodate pedestrian circulation at AQE . Refer to Figure 4.2a for the pedestrian circulation diagram.

- Concrete sidewalks connect the parking lot with the Visitor Center.
- An interpretive trail begins at the Visitor Center, circles the site, and provides one mile of walking trail, incorporating exhibits, resting areas, passing spaces, and views of the AQE from different vantage points.
- A pedestrian bridge crosses a branch of the Broad Run Creek at three locations and provides access to an interpretive trail at the historic core.

4.2.4.5 Vehicular Circulation

Currently, vehicular circulation within is limited to an unimproved gravel road that provides access to the site from Evergreen Mill Road. The current parking area is also unpaved, within a fenced area containing a series of various maintenance sheds. The road continues through a

locked gate, across the creek, and then up an approximate 20-foot incline to the top of hill with the Quarters for the Enslaved and c. 1930s residence. The road then branches to several two-track roads that provide access to the fields once associated with the agricultural fields of the property.

As part of the redevelopment of the site this report recommends that PRCS provide adequate parking for both motor vehicles and school and tour buses. During regular hours of operation and based on visitation estimates for the complex, the site needs a total of 25–30 standard parking spaces (one per 300 SF of building area) and at least two ADA-compliant parking spaces, 6-8 bus/trailer spaces (two spaces per 1,000 SF of building area), and a bicycle rack to support the Visitor Center. For special programs and events, this report recommends additional parking through the use of designated surface parking lots. The parking area should integrate native plantings into the overall design to break up large areas of hard surfaces and promote a sense of the historic rural landscape of the site.

In the event that golf carts are at the site they can provide access for visitors with mobility issues, PRCS can construct a small storage facility to house the golf carts near the Visitor Center parking lot.

Design of vehicular roadways within the site, especially service drives adjacent to the Quarters for the Enslaved and the plantation house and barn ruins, should minimize the use of pavement and if possible, should retain the historic appearance of vehicular routes through the property.

Refer to Figure 4.2a for the vehicular circulation diagram.

4.3 Exhibition Spaces

This IMP recommends that the Visitor Center have two museum exhibition spaces when site development is complete: the permanent exhibit gallery and the changing exhibit gallery. Exhibits mounted in all of these spaces will be based on the main theme, subthemes, storylines and interpretive components that comprise interpretive infrastructure presented in Section 2.4 of this IMP.

4.3.1 Visitor Center

Permanent Exhibit. This IMP recommends that the permanent exhibit be a contextual one expressing the theme *Shadows on the Land*. It will introduce the Lewis family and the enslaved African American community who lived at AQE, explain the transitioning agricultural economy that defined their lives, and set the historical context of the 1825-1850 interpretive period. The exhibit will have four sections. One, called *Lewis Farm & Family*, will cover the origins of the site

and acquaint visitors with the Lewis Family. Each of the three remaining sections will represent one of the interpretive subthemes (Family and Community, Architecture and Preservation, and Plantation Operations). The storylines of each subtheme will provide the subject matter. *Shadows on the Land* will make use of Loudoun County artifacts, original documents, graphics, artwork, interactive elements, and electronics and rely on the body of research that already exists. Since AQE does not have a collection of its own, this IMP advocates the use of loan items, reproductions and interactive features to enhance the exhibit.

Changing Exhibits. The changing exhibit gallery will present exhibits on a rotating basis. They will change annually or biannually. Suggestions for changing exhibits at the Visitor Center focus on the African American communities in Loudoun County and Northern Virginia and the archeological investigations at the site. The proposed changing exhibit topics appear in Table 4.3a. Priorities should be based initially on using objects in existing collections, such as the Loudoun Heritage Farm Museum. Continued development of these changing exhibits can open a dialogue with invested stakeholders/descendants that could result in the acquisition of other support materials.

Table 4.3a
Visitor Center - Proposed Changing Exhibit Topics

TITLE	DESCRIPTION
The Legacy of Enslaved African American Women	This exhibit considers the roles that African American women played at the AQE within their families and the wider community. Despite the burdens they inherited based on their race and gender, they were central cultural producers, played an instrumental role in ensuring the well-being of their families, and helped to stabilize enslaved African American communities. Examples of the artifacts that will address this narrative are those related to foodways, clothing and adornment, grooming (e.g., combs), and healing (e.g., medicinal bottles). The scholarship on 19th-century African American women indicates that they used these forms of material culture to produce distinctive foodways, to care for their families, and to socialize their children.
African American Children at Play	Although enslaved African American children in Northern Virginia were expected to start working around the home and in the agricultural labor economy around age 8, their parents and guardians attempted to provide them with some means of recreation that expressed their love and affection for them. The 64 slave narratives studies from this IMP provided insight into various toys, games and songs the informants experienced as children. Curators can develop this information into an exhibit that focuses on the

	playtime of African American children at AQE and the roles that toys played in initiating and strengthening bonds between children who would grow to adulthood in a fluid enslaved community and provide them with the opportunities to just be children despite the circumstances that held them in bondage.
Consumer Economy of the Enslaved	The consumer economy that existed among enslaved individuals within their own community and with their enslavers and other free white people is a fascinating and often overlooked aspect of their lives. The income produced from these activities allowed the enslaved to enhance their lives with material goods and express themselves as individuals through the purchase of clothing and other personal items. The 64 narratives and other sources provide some insight into this casual economy.
Slave Narratives: A Lasting Legacy	The 64 slave narratives used for this report provide an in-depth picture of enslaved life in Northern Virginia throughout the fifteen years preceding the Civil War. This exhibit would feature a selection of informants and their personal stories during and after slavery and use any number of photographic, text, interactive, electronic and other media to tell this story.
Women’s Work: Cloth and Clothing on 19 th century Plantations	Women from the free white and enslaved communities participated in the production of clothing for every enslaved person owned by the planter families. This exhibit will look at why this process was fraught with tense undercurrents present in race relations during the interpretive period. The exhibit may utilize graphics, collections pieces, related sources and interactive features.

4.3.2 Visitor Center Exhibits/ Design & Development

Exhibit design and development is the process that gives a physical presence in the form of an exhibit to the main theme, subthemes, storylines and interpretive components that comprise the interpretive infrastructure of an historic site or history museum. The interpretive infrastructure of AQE is presented in Section 2.4 of this IMP. Likewise, Section 4.3.1 above (Exhibition Spaces/ Visitor Center) offers interpretive contexts for a permanent exhibit (*Shadows on the Land*) and a series of changing exhibits.

Museum design/build firms often produce exhibits like these, using an interpretive exhibit design process. Appendix J , *Interpretive Exhibit Design Process at a Glance*, provides an overall

view of the process. *2015 LR Museum Services Exhibit Development Workbook with Introduction*, takes a detailed step-by-step approach.⁶ Excerpts appear in Appendix J.

Museum design/build firms typically bill costs for exhibit development per square foot. They vary widely depending on the level of interactive elements, such as multimedia features and electronic devices that they contain and the market in which they are located. In 2019, exhibit development costs in Virginia for exhibits with low to moderate interactivity ran between \$75 and \$100 per square foot. Exhibits with high levels of interactivity and extensive electronics ran up to \$250 per square foot.⁷

The initial Visitor Center offerings will be more costly because the exhibit display cases, AV and electronic equipment, fixtures, frames and other components will be new. In subsequent changing exhibits, costs should drop as exhibit developers reuse these items. Costs will also be less if staff or contractors manufacture some of the exhibit equipment or otherwise source it in-house.

The proposed Visitor Center allocates 2000 square feet for exhibits, divided into permanent and changing exhibit galleries. This IMP recommends that PRCS develop its initial exhibits in the \$75 to \$100/ square foot range. In this scenario, total costs for a 2000 square foot permanent and changing exhibit development installation would range from \$150,000 to \$200,000. Total Exhibit Costs Estimates are in Table 6.3a. Pricing information is current as of June, 2020.

This report strongly recommends having the curator in place before the development of the permanent and initial changing exhibits begins. The curator will be the manager of this effort and crucial to interactions with exhibit developers as well as in containing costs. PRCS should then hire a qualified museum exhibit design firm to either:

- Develop the concept and design of the exhibit space, make all relevant purchases, and construct and install the exhibits described in Section 4.3.2 (Exhibition Spaces/ Visitor Center); or

⁶ Texas Historical Commission, *2015 LR Museum Services Exhibit Development Workbook with Introduction*, <https://www.thc.texas.gov/public/upload/publications/2015%20LR%20Museum%20Services%20Exhibit%20Development%20Workbook%20with%20Introduction.pdf> (Accessed January 10, 2022.)

⁷ Exhibit cost estimates from Melissa Carruth, Exhibit and Design Manager, Jamestown/ Yorktown Foundation, Williamsburg, VA, in email message to, to Martha Katz-Hyman, January 6, 2020.

- Develop the concept and design of the exhibit space and oversee exhibit installation by the curator and related staff utilizing equipment sourced through Loudoun County purchasing guidelines or produced by its trades and other staff.

4.4 Media⁸

This IMP advocates the use of electronic and consumable media as interpretative tools. Varied media enrich interpretation of site themes and offer visitors additional ways to learn and interact with content. Site staff will need to evaluate available options that follow and select the ones that best suit available staff time, budget resources and visitor needs. Budget-friendly options for creating interpretive electronic/ digital media appear in Section 4.4.1 presentation follow. Consumable media options are in Section 4.4.2.

4.4.1 Electronic/ Digital Media

PRCS should incorporate interpretive electronic media within the Visitor Center and at the self-guided tour stops. Options for audio visual offerings include a site orientation video with a brief history and short topical videos developed and produced for programs and themes related to the site.

Orientation Video AQE should create a short promotional video summarizing the site and use it as an introductory video shown at the Visitor Center, as well as for marketing purposes. Staff can send the video to groups as a pre-visit tool or share it via the Internet (YouTube, Facebook, and others) and the website. Topics covered in the video should follow the interpretive themes established for the site.

Topical Videos Topical videos are shorter informational and instructional videos developed for specific audiences. Staff can use them as pre-visit tools for school groups and/or include them in traveling trunk programs. In addition, staff produced videos recording events and programs can be posted online to promote special events on-site. Topical videos can be used at the Visitor Center, uploaded to the site's website and/or YouTube channel as orientation pieces, or used as part of programming activities. The site can sell these in the Gift Shop and use them as promotional and marketing materials.

⁸ Electronic media options for interpretive programming have changed significantly over the course of this project, particularly since the Covid-19 Pandemic began in March 2020. To reflect this, this report updated Section 4.4 Media (called Other Interpretive Tools in the original report) and rewrote Section 4.4.2 Electronic/ Digital Media.

Audio Tour This IMP recommends the creation of site audio tours. These tours, based on the interpretive themes, can include dramatizations of slave narratives, newspaper accounts, stories of Loudoun County African American heritage, and local/site histories. The site can design these audio presentations especially for download to personal electronic devices, allowing visitors to self-select areas of interest. Other options for presentation of audio material include:

- Providing equipment with audio presentations(s) preloaded and available for loan from the Visitor Center.
- Podcasts for download; or
- An app for download.

AQE should also consider developing an app, available for download to visitors' personal devices. Loudoun County could provide WIFI access in the Visitor Center that allows visitors to download the multimedia presentations to their personal devices for use while visiting the site.

A study completed by the Carnegie Museums in Pittsburgh, Pennsylvania in 2017 found that 93% of visitors brought a mobile device with them. In addition, it found that only six individuals of those sampled had a museum app of any kind on their mobile device.⁹

4.4.1.1 Website

For most visitors, a site's website is the first stop in preparation for a visit. A strong website is critical as most tourists get their information from websites when deciding when and where to spend their time. This report understands that, like every other PRCS facility, AQE will have a page on the department's website, which will provide general site/contact information, a brief history, photographs, and information on volunteering. However, the current format for the AQE page (<https://www.loudoun.gov/1491/Arcola-Slave-Quarters>) is not compelling. There is no site overview or information on activities on, or directly linked to, the page. Although their goals are different, The Friends of AQE link, at <https://www.loudoun.gov/DocumentCenter/View/124059/Slave-quarters-pamphlet-2016?bidId>, offers much more information about the site in a more compelling manner.

Once the opening day for AQE has been set, this IMP suggests that PRCS staff begin to approach website use in a more dynamic way by creating constantly changing content, whether with

⁹ Jeffry Inscho, Field Study: Benchmarking Visitor Behaviors and Device Usage in the Museum.
<https://studio.carnegiemuseums.org/chatbot-field-study-91fcbb1d4875> (Accessed December 6, 2021)

changing exhibits, more photographs, or an Artifact of the Month section. After the site opens to the public, staff should also consider featuring their programs and program participants on the website (by showcasing their work, demonstrations, or performances). This would provide new content, as well as draw families and friends of participants to the website (and potentially the site itself).

4.4.1.2 Social Media

Historic sites and museums increasingly use social media to help create relationships and conversations with the public. A recent survey from the Pew Center’s Internet Project reports that of online adults, 73% use a social networking site of some sort. Facebook is the dominant social platform, but over 40% of adults use multiple platforms including LinkedIn, Pinterest, Twitter and Instagram.¹⁰

AQE has an unofficial placeholder Facebook page (<https://www.facebook.com/pages/Arcola-Slave-Quarters/128533387251297>) with several positive reviews. It allows visitors or the general public the ability to locate the site on the map and has several photographs. Once the opening day for AQE has been set, this IMP suggests that PRCS establish an official Facebook page for the site and post similar content on it, especially features about programs and program participants on the website (by showcasing their work, demonstrations or performances).

In addition to Facebook, AQE should consider expanding their social media presence to networks balancing those that are most popular with those that will provide the biggest interpretive presence, as well as taking into consideration staff time and resources. Staff needs to assess which sites (Twitter, YouTube, Flickr, Instagram, Pinterest, and others) will help them create relationships and conversations with the public and potential visitors.

Some ideas to help PRCS staff in their use and management of social media after they open to the public include the following recommendations:

- Open social media accounts for all networking sites, whether AQE plans to be active immediately or not. This gives the site ownership of its placeholder.

¹⁰ MediaPost Publications, 73% of Online Adults Focus on Five Social Media Networks, <http://www.mediapost.com/publications/article/216664/73-of-online-adults-focus-on-five-social-networks.html>. (Accessed December 6, 2021) See <https://www.instagram.com/frontierculturemuseum/?hl=en> and [https://www.pinterest.com/search/pins/?q=frontier%20culture%20museum&rs=typed&term_meta\[\]=frontier%7Ctyped&term_meta\[\]=culture%7Ctyped&term_meta\[\]=museum%7Ctyped](https://www.pinterest.com/search/pins/?q=frontier%20culture%20museum&rs=typed&term_meta[]=frontier%7Ctyped&term_meta[]=culture%7Ctyped&term_meta[]=museum%7Ctyped) for examples of an historic site’s Pinterest and Instagram accounts. (Both sites accessed December 6, 2021).

- Create a monthly social media calendar and use a service such as Hootsuite (manages Twitter, Facebook and Foursquare accounts) to schedule posts and tweets.
- Remember the 4-1-1 Rule in using Twitter (tweet 4 pieces of relevant original content from others and retweet 1 relevant tweet for every 1 self-promoting tweet).¹¹
- Consider creating and hosting a social media support group, with the Lanesville Heritage Area, for other regional museums and/or other African American sites to cross-promote events, exhibits and news.

4.4.1.3 Online Exhibits

Online exhibits based on interpretive themes and elements are an excellent method for exploring topics beyond the physical constraints of a traditional exhibit gallery. This IMP recommends that AQE begins an online exhibit program on its website, which can feature important artifacts (Artifact of the Month), stories, or topics. Curators can update these exhibits at regularly-planned intervals, and either be kept live or rotated off the website on a schedule. Offering multiple exhibits online allows AQE to explore topics and themes beyond those covered during onsite programs or in the exhibit spaces.

There are a number of free, open-source options for designing online exhibits, including

- Open Education Database <https://oedb.org/ilibrarian/5-free-and-open-source-tools-for-creating-digital-exhibitions/>
- Omeka (<http://omeka.net>); and
- Prezi (<https://prezi.com/>).

This report accessed the three open source options listed above on December 7, 2021.

See an example of an online exhibit via Figure 4.4a below.

¹¹ Add Value on Twitter: the 4-1-1 Rule. <http://www.tippingpointlabs.com/twitter-is-dead-long-live-twitter/>



Figure 4.4a “Gulag: Many Days, Many Lives,” using Omeka software. www.gulaghistory.org
(Accessed December 7, 2021)

4.4.1.4 Apps and Mobile Content

This aspect of development will be important for AQE, where much of the visitor experience will occur outside the Visitor Center. It will allow AQE to present deeper content on a variety of topics related to site interpretation in an efficient and engaging way. Apps and mobile content will allow staff to develop content for a variety of audiences without over-staging panels and signage in the historic area. Content for apps and mobile devices appears in the discussion of mobile-friendly websites, virtual tours and cell-phone tours below.

Mobile-Friendly Website. One way to build this content is to develop it as a mobile-friendly website. This allows for the development of pages and subpages that feature information of increasing depth, letting visitors have the experience of exploring the story of AQE as much or as little as they want. The pages can feature any of the following:

- Video recordings of programs or restoration activities.
- Galleries of high-resolution digital scans of documents and images for visitors who would like to study historic sources.

- Readings from slave narratives, period newspapers, and historical documents; and a virtual guided tour of the Arcola Quarters for the Enslaved.¹²

Mobile Devices/ Cell Phone Tours

Another inexpensive way to develop this content for mobile devices is to use a mobile content management system (CMS) based on templates such as those offered by www.oncell.com¹³ and <https://actiontourguide.com/>. During the pandemic, OnCell reorganized its online presence. It now offers 4 different platforms, with different names, for different mobile purposes. Stqry Apps (<https://stqry.com/products/stqry-apps/>), accessed on December 7, 2021, is the most relevant to AQE. It offers custom mobile and web apps.



Figure 4.4b¹⁴
Custom mobile and web app products from stqry.com

¹² The Covid-19 pandemic forced the closure of many museums to visitors. In response, museums sought to produce virtual tours and other programs to capture their audiences at home using newly developed software. This website: <https://www.goodfirms.co/blog/best-free-open-source-virtual-tour-software-solutions> offers ten examples of open-source platforms. (Accessed December 7, 2021)

¹³ OnCell is now part of Stqry Apps. <https://www.oncell.com/login/> (Accessed March 6, 2022.) takes users to the OnCell login page; www.oncell.com goes directly to the Stqry website. (See footnote 14 below.)

¹⁴ <https://stqry.com/products/stqry-apps/> (Accessed December 9, 2021)

This report recommends that AQE staff reach out to media and communications personnel in PRCS, or else where in Loudoun County government, while developing content for multiple devices.

Action Tour Guide¹⁵ offers driving and walking tours of historical, cultural and natural sites, including Colonial Williamsburg and the Gettysburg Battlefield. Visitors access these tours by downloading them to an app on their mobile device. The app is available on Google Play.¹⁶

The Colonial Williamsburg program, for example, is a walking tour lasting one to two hours with thirty-four stories told at a variety of stops over that time. Figure 4.4b below (John Blythe House/ Colonial Williamsburg) is Stop 13 on the Action Tour and discussed the origins of Colonial Williamsburg¹⁷



Figure 4.4b
John Blythe House / Colonial-Williamsburg

Cell phone tours are another option for providing audio tours. Visitors can call specific phone numbers or dial stop numbers to access audio content via their personal cell phones. In addition, some services provide mobile access to this content as well as supplemental information including photographs. A service such as OnCell or Action Tour Guide hosts cell phone tours as well as web content. A visitor, whether on-site or off-site, can access audio content via their basic cell phone or via their smartphone.

¹⁵ <https://actiontourguide.com/> (Accessed December 10, 2021)

¹⁶ https://play.google.com/store/apps/details?id=com.actioncharts.smartmansions.gpstour.atg&hl=en_US&gl=US (Accessed December 10, 2021)

¹⁷ <https://actiontourguide.com/place/colonial-williamsburg-self-guided-walking-tour/> (Accessed January 10, 2022)

4.4.2 Consumable Media

A new study, released by Bentley University in January 2019¹⁸, confirms that brochures are the top influencer of tourists and visitor in-market. The study reported that in 2018:

- On average, 79% of visitors picked up a brochure (up from 67% in 2016).
- After searching the web, printed brochures are the next most popular source of information for trip planners, with a usage rate of 52%.
- 85% of visitors became aware of an attraction or business as a result of picking up a brochure.
- 61% of visitors planned to purchase tickets or merchandise they learned about from a brochure ; and
- 73% of visitors would consider altering their plans because of a brochure.

Such results lead this IMP to recommend three initial pieces of consumable media for : a rack card; a self-guided tour map/brochure; and *Shadows on the Land* character cards. (See Section 4.4.2.3.)

4.4.2.1 Rack Card

ASQ should have a rack card as its first piece of consumable media. Rack cards are a common form of consumable media used frequently by museums and historic sites to give out essential information quickly. They are typically 4 by 9 inches in size, feature high-impact graphic design and are relatively inexpensive. Effective rack cards should have the site name, simple description of the site, attractive photographs, contact information and a map to pinpoint their location. ASQ rack cards should be given out at Arcola and other Loudoun County facilities, placed in Virginia Welcome Centers in northern Virginia, and distributed to travel organizations for who will forward them to clients. Figures 4.4f and 4.4g are examples of rack cards that meet these criteria.

¹⁸ <https://www.newswire.com/news/new-study-confirms-brochures-are-the-1-influencer-of-tourists-visitors-20775348?fbclid=IwAR0aAbIVgup17rB9TBXX8E8W-QDQ7RsUC5ZDFx8mk-P7O6tS4CuX8GZHoal> (Accessed January 10, 2022)

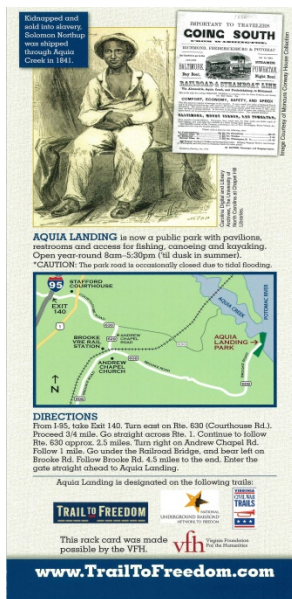


Figure 4.4 f¹⁹

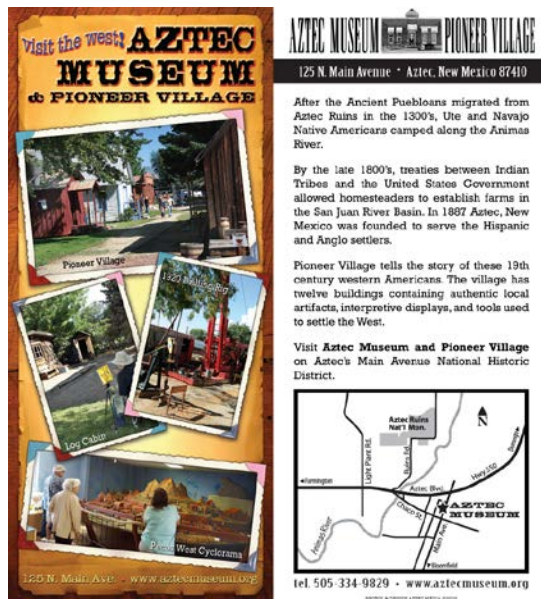


Figure 4.4g²⁰

4.4.2.2 Self-Guided Tour Map/Brochure.

AQE should have a visitor guide available in print and on its website. The visitor guide will reflect the interpretive themes developed for the site and utilize recommendations found in this report. The guide should feature a brief site history, walking tour information including photos of site features, and a map with detailed information that will help visitors understand the significance of Arcola.

In addition, AQE should consider developing a variety of brochures that focus on different interpretive themes so that visitors can choose what they want to learn about Arcola and how they want to interact with the site. Staff could develop brochures from the top-ranking interpretive components derived from the sixty-four slave narratives used to create the interpretive concept. Topics could include Women and Children, Selling South, Music/Celebrations, and others. (See Table 3.3i.)

¹⁹ <https://www.pinterest.com/pin/485966616014500657/> (Accessed January 11,2022)

²⁰ <https://www.aztecmedia.com/portfolio-view/museum-rack-card/> (Accessed December 14, 2021)

4.4.2.3 Character Cards/*Shadows on the Land*

This report recommends the development of *Shadows on the Land* character cards to introduce visitors to AQE, to help them imagine the site as an active enslaved community, to identify the people who lived there and to stimulate conversation and direction during self-guided tours and other site programs.

Shadows on the Land cards will resemble identification and character cards in use at other history museums and historic sites. (See Figures 4.4b to 4.4e for examples.) They will be no larger than a standard rack card. The *Shadows on the Land* cards will focus on the enslaved inhabitants of Arcola, who are part of the interpretive backstory for AQE. Each character card will present biographical bullets and, if possible, representative images of individuals from the enslaved and free communities at Arcola during the interpretive period. They will include details about their roles on the plantation and identify the locations where they lived and worked. Table 4.3a (Enslaved Inhabitants Arcola/1830) and Table 4.3b (Enslaved Inhabitants Arcola/ 1850) provide information about each of the enslaved in the interpretive backstory.

Shadows on the Land cards will work best as an interpretive device if there is more than one character per group. This will allow visitor groups to learn about multiple identities that will enhance their tour of AQE . Suggested character groups include:

Table 4.4a – Character Card Groups

Character Card Groups	
○	1850 AQE Household (Set of 7)
○	1850 Children (Set of 6)
○	1830 Trades People (Set of 5)
○	1850 Trades People (Set of 5)
○	1830 Women (Set of 5)
○	1850 Women (Set of 4)
○	Lewis Family (Set of 4)

This report recommends separate card sets for children and adults, with a distinctive color scheme for each. As time goes on, staff may develop *Shadows on the Land* cards for individual programs and events based on their interpretive parameters and historic characters. The cards are meant to be a fluid interpretive tool that can evolve with the interpretation and the needs of

visitors. This IMP advocates that the first edition of *Shadows on the Land* cards be available to visitors from the time the site opens to the public. Visitor Center staff can distribute them to visitors along with the site map and other consumable media.

By comparing the situations and roles of both historic characters on their *Shadows on the Land* cards as they participate in self-guided tours and other programs, visitors will be able to identify and understand the main interpretive theme: African American Heritage in Loudoun County, Virginia.



Figure 4.4b–
Character Card. Royal BC Museum, Educator Resource Guide, p. 10.²¹

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https://royalbcmuseum.bc.ca/sites/default/files/sites/default/files/images/About/LRN_GoldEducatorResourceGuide_R1.pdf (Accessed 3/23/22.)

Arcola Quarters for the Enslaved
Interpretive Master Plan – Revised



Figure 4.4c - Visitor Pass/ Belmont Plantation, Ashburn, VA²²



Figure 4.4d - Visitor Pass/ Whitney Plantation, Wallace, LA²³

²² Photograph courtesy of Martha Katz-Hyman.

²³ <https://afterlivesofslavery.wordpress.com/culture/the-whitney-plantation/> (Accessed 1/10/2022.)

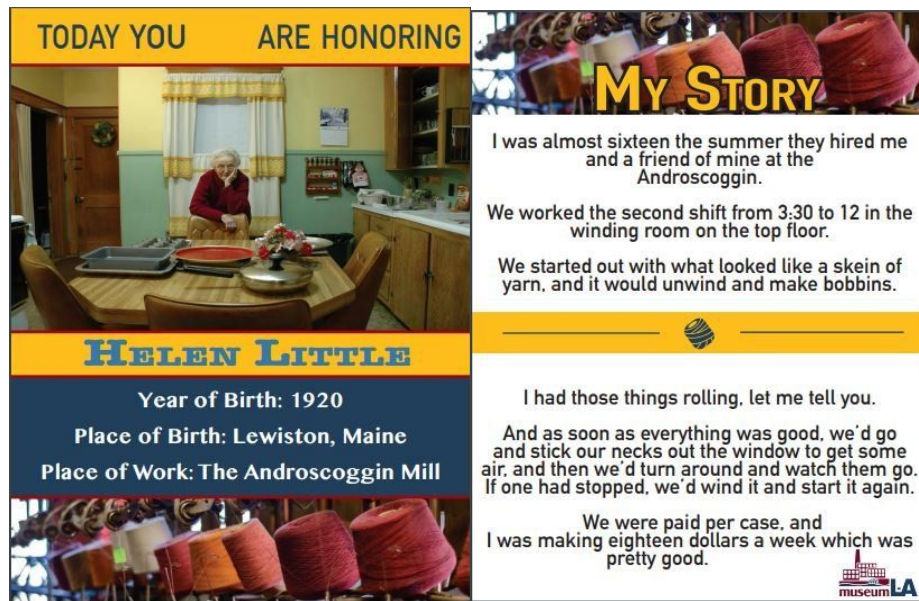


Figure 4.4e - This Character Card, one of a series from the Museum L-A in Maine, is also available virtually for off-site visitors.²⁴

4.5 Public Programs

Section 4.5 makes recommendations in the areas of interpretive and school programs for AQE. It focuses on ways to develop site visitation by offering an array of public programs that includes a menu of daily self-guided tours, focus tours, along with “A la Carte” youth, heritage and community and higher education programs.

4.5.1 Interpretive Programs

This report developed the interpretive programming recommendations that appear in Section 4.5.1 before the COVID-19 pandemic. These recommendations will require adjustments to conform to regulations and evolving guidelines from local, state, and federal agencies.

4.5.1.1 Experiencing the Quarters for the Enslaved

The fully furnished and interpreted quarters for the enslaved structure will be the focal point of visitor experience at AQE. Visitors will tour the Quarters for the Enslaved location during most public programs presented at the site in groups, led by an historic interpreter. Because interior space is limited, they will have to follow a specific route through the building in order to experience both time periods (1830 and 1850) interpreted there. Those who visit the site when tours and programs are not on the schedule may take a self-guided tour of the site. They will be

²⁴ <https://www.museumla.org/character-cards> (Accessed 3/23/22.)

able to view the interior of the Quarters for the Enslaved via a Dutch door or through a Plexiglas barrier.

Figure 4.5 below illustrates visitor flow through AQE for visitors with varying levels of mobility. Table 4.5a (AQE Quarters for the Enslaved Tour Components) lays out the experience components for visitors to the Arcola Quarters for the Enslaved structure. They are part of Step 8 in Table 4.5c (AQE Guided Tour Components) and can be part of the public offering at AQE. See “Section 4.9 Interpretive Recommendations” for guidance on evolving the interpretation of the Quarters for the Enslaved structure.

Figure 4.5a – Possible Visitor Flow through Arcola Quarters for the Enslaved

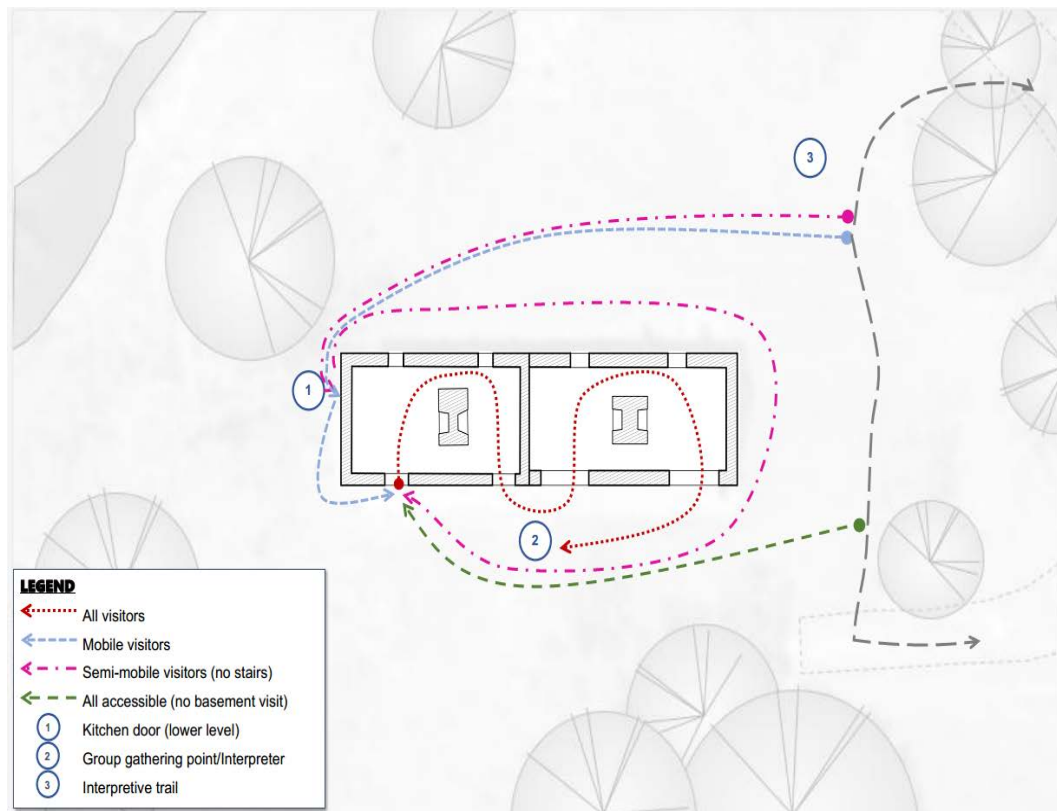


Table 4.5a. AQE Quarters for the Enslaved Tour Components

Steps	Experience Component	Who
A	Approach AQE from the back along the Interpretive Trail	Mobile and semi-mobile ²⁵ tour group members.
B	Approach lower level kitchen door and view the furnished interior through a Dutch door or Plexiglas barrier.	Mobile and semi-mobile tour group members.
C	Climb steps at side of structure.	Mobile tour group members.
	Backtrack and approach AQE from the opposite direction.	Semi-mobile tour group members.
D	Approach AQE via existing roadway on foot or via golf cart. Access AQE by crossing yard. (Optional)	This is an all-access approach, specifically recommend for those with serious mobility issues.
E	Group gathers in AQE yard around tour guide/interpreter.	Tour group members.
F	Interpreter reviews story of AQE, explaining the two periods interpreted inside and how the group will move through the AQE interior.	Tour group members.
G	Tour group members enter the 1827 (west) side at the left door, move through the space in an inverted u-shaped route and emerge out right door.	Tour group members. If the whole group is too large to fit within the AQE interior, docents will divide it into smaller subgroups. These subgroups will enter the 1827 side when the previous group has moved on to the 1850 side.
H	Tour group members will walk the short distance to the 1850 (east) side, enter through the left door, move through the 1850 side in an inverted u-shaped route and emerge out right door. They will meet their tour group a few yards away in the yard.	Tour group members.
I	Interpreter will lead group to the next tour or program location.	Tour group members.

²⁵ Semi-mobile visitors are those who can walk but cannot climb stairs or steep grades.

4.5.1.2 Self-Guided Tours.

This IMP recommends the self-guided tour format for daily programming at AQE because of staffing limitations as well as the open park nature of the site, its interpretive trail, and the distance from the Visitor Center to the interpretive areas. These factors preclude a set route for every tour. Instead, visitors will receive an interpretive packet that contains the following:

- A brochure with site information and a site map that identifies structures, features and trails, which permits visitors to determine their own tour routes.
- *Arcola Shadows on the Land* cards that include biographical and other information about a representative historical figure. Each visitor will receive one card and may use and share it as a guide to relate to those who lived at the AQE during the interpretive periods (See Section 4.5.4.).

Visitors arriving at the site on a day when no other programs and events are taking place will participate in the visitor experience outlined in Table 4.5b below.

Table 4.5b - Self-Guided Tour Components

Steps	Experience Component	Location
1	Park and walk to Visitor Center Visitor Center (VC).	Parking Lot, Visitor Center
2	Greeted, oriented and recorded by VC staff; pay admission fee.	VC Customer Service Desk
3	Each individual or small group receives interpretive packet containing site brochure, map, and a <i>Shadows on the Land</i> card.	VC Customer Service Desk
4	Explanation of interpretive materials by staff, including tour routes.	VC Customer Service Desk
5	Watch orientation video.	VC AV Room
6	Tour VC exhibits.	VC Gallery
7	Leave VC and walk to interpretive nodes.	VC & Onsite
8	Begin tour moving from location to location, or another path determined by the visitor.	Onsite
9	Return to VC.	Onsite & VC
10	Greeted by staff who ask if the visitors have any questions and suggest a visit to the museum store.	VC Customer Service Desk
11	Store visit.	VC Museum Store
12	Staff bids visitor farewell; visitors depart.	VC Customer Service Desk

The self-guided tour involves extensive walking. This report recommends that:

- One or two golf carts be available at the Visitor Center for those visitors with mobility issues; and
- Installation of period-appropriate seating along the way for visitors who wish to rest.

4.5.1.3 Arcola à la Carte Programs.

Conventional methods of interpretive planning developed in and for urban and suburban settings rely for success on a moderate to high population density, a substantial number of families with elementary school-age children, and a small geographic area. Historic sites in such areas operate on a tight program schedule, offering their school and group programs on specific days and times. Unfortunately, this approach hamstringing lightly staffed facilities wherever they are. To address these issues and to develop visitation at , this IMP recommends an alternate approach for developing, presenting, and scheduling interpretive and school programs.

The “*Arcola à la Carte*” approach offers a menu of programs for visiting groups to AQE from which to choose. Participants select from a list of available “*Arcola à la Carte*” programs when they book their visit with site staff. Program dates will remain flexible. Staff may offer an “*Arcola à la Carte*” program to a group that shows up unannounced if appropriate staff are onsite and available to work with the group. This IMP recommends that staff offer these programs year-round, weather permitting.

Each “*Arcola à la Carte*” program will relate to the site’s mission, themes, goals, and objectives. Some will have interactive elements conducted at a variety of locations on site; others will be focus tours. Programs with interactive elements will also include a site tour. With adjustments for age levels, some “*Arcola à la Carte*” offerings, such as Foodways, are appropriate for school groups, youths and adults.

With “*Arcola à la Carte*” programming in place, teachers, for example, can choose an activity appropriate to their students’ current course of study or to a specific SOL. Visiting adult and family groups can pick a program that meets their specific interests. Staff should experiment and determine how many “*Arcola à la Carte*” offerings will be available at any one time. Those that are not popular or get “tired” may be retired and new programs developed. The following subsections of Section 4.5.1.3 describe “*Arcola à la Carte*” modules and focus tours .

4.5.1.3.1 Guided Tours. This IMP advises that guided tours--general site tours led by staff or other qualified docents--be available to the public as an “*Arcola à la Carte*” program for groups only.

Given the size of AQE, its many features, and its focus on the difficult subject of slavery, some visiting groups may prefer the more structured tour experience detailed in Table 4.5c. These tours will vary in their route through the site, given the preferences, time limitations and capabilities of the group. Like self-guided visitors, guided group tour participants would receive an interpretive packet that contains the following:

- An AQE brochure with site information and a site map that identifies structures, features and trails that permits visitors to determine their own tour routes.
- Arcola *Shadows on the Land* cards that include biographical and other information about a representative historical figure. Each visitor will receive one card and may use and share it as a guide to relate to those who lived at the fort during the interpretive periods

Table 4.5c - Guided Tour Components

Steps	Experience Component	Location
1	Arrive, park and walk to Visitor Center (VC).	Parking Lot, Visitor Center
2	Greeted, oriented and recorded by VC staff; pay admission fee.	VC Customer Service Desk
3	VC staff introduces tour guide to visitors.	VC Customer Service Desk
4	Tour guide introduces self and moves group into AV Room.	VC AV Room
5	Guide distributes interpretive packets containing site brochure, map, and a " <i>Shadows on the Land</i> " character card and reviews them with the group.	VC AV Room
6	Group watches orientation video.	VC AV Room
7	Group tours VC exhibits.	VC Gallery
8	Tour group gathers.	VC Customer Service Desk
9	Tour guide and visitors leave VC and walk to interpretive trail.	VC & Onsite
8	Tour guide directs group from location to location or other tour route.	Onsite
9	Group and guide return to VC when tour is complete.	Onsite & VC
10	Tour guide asks if the visitors have any questions and suggests a visit to the museum store.	VC Customer Service Desk
11	Store visit.	VC Museum Store
12	Staff bids visitors farewell: visitors depart.	Parking Lot, Visitor Center

4.5.1.3.2 Focus Tours. Focus tours are specialized guided tours of an historic site that concentrate on a specific topic of interest. Staff can adjust them for either adult or youth audiences. They are separate from the standard tour and may include an interactive activity, character interpreter, and/or a sit-down segment where participants take seats in the in the Visitor Center exhibit area or on the grounds for part of the program. Staff may adjust the interpretive installations in the Quarters for the Enslaved itself to meet the needs of the focus tour.

Knowledgeable docents, either from the staff or the local and regional communities, could lead these tours, which usually cover multiple locations on site. Staff may publicize focus tours, part of “Arcola à la Carte” programming, promote them ahead of time to potential audiences, and may require reservations and a fee.

Table 4.5d below offers a description of proposed focus programs and demonstrates how they fit into the interpretive themes and objectives described in Sections 2.3.1 and 2.3.3.

Table 4.5d. Adult Focus Tours/Description, Interpretive Themes & Objectives

PROGRAM	Guided Tour
Description	See Table 4.5c for Guided Tour Components
Interpretive Themes	Family & Community, Architecture & Preservation, Plantation Operations
Interpretive Objectives	L 1-6, B 1-4, E 1-5
PROGRAM	The Lewis Family Farm
Description	This focus tour will explain how the Lewis Family Farm operated during the interpretive period on the AQE site. It will touch on the roles of the Lewis family and their enslaved African American labor force.
Interpretive Themes	Family & Community, Plantation Operation
Interpretive Objectives	L 1-4, B 1-3, E 2-5
PROGRAM	Trades & Skills of the Enslaved
Description	Farms and plantations in the region needed skilled tradesmen and artisans, who did not work directly in agriculture, to operate successfully. Blacksmiths, coopers, cooks, seamstresses, weavers, grooms and others performed essential supporting roles. This focus tour will include both a tour of the historic core area concentrating on these skilled

	tradesmen and artisans, and a visit to the Living History Area where interpreters will demonstrate skills and trades of the enslaved.
Interpretive Themes	Plantation Operations
Interpretive Objectives	L 1-4, B 1-3, E 1-3
PROGRAM	Life in the Quarters
Description	This focus tour will concentrate on the daily life of the enslaved African American community that provided the labor force essential to the operation of the Lewis Family Farm.
Interpretive Themes	Family & Community, Plantation Operations
Interpretive Objectives	L 1-4, L 6, B 1-4, E 1-4
PROGRAM	Local History Wild Card
Description	<p>The subject of this focus tour will change from year to year to allow the presentation of new ideas and research relevant to the site and its community. Staff, volunteers, faculty from local institutions of higher learning, and others with interpretive expertise will conduct this focus tour. Suggested tour topics include:</p> <p><u>Arcola Interpretive Master Plan: Impact and Results.</u> This tour, led by site staff, could be the kickoff program for the Local History Wild Card series. Staff may invite community stakeholders and others so that they can see the results of their earlier participation in the interpretive planning process. <u>Staff Pick.</u> This program allows staff members to pick a wild card topic based on the slave narratives, Loudoun County artifacts, or other sources. They can develop a tour from it or bring in expert on the subject to present the program.</p> <p><u>Changing Landscape of the Lewis Farm.</u> Loudoun County landscapes have changed dramatically since Vincent Lewis established the Lewis Farm in the late 18th century. These changes reflect earlier agricultural transitions in Loudoun County from a tobacco to a grain economy, the impact of the Civil War, and later housing and commercial development, which continues to this day. This program will examine these transitions at through a grounds tour with a knowledgeable docent and commentary, from local agricultural organizations, institutions of higher learning, or Loudoun County planners.</p>
Interpretive Themes	Family & Community, Architecture & Preservation, Plantation Operations
Interpretive Objectives	L 1-6, B 1-4, E 1-5
PROGRAM	Women at the Lewis Family Farm
Description	Women in both the free and enslaved communities at AQE played significant roles in the operation of the Lewis Farm. This tour will concentrate on their individual, community, and

	farm activities and responsibilities. There are several options for offering this focus tour. One is to concentrate on one community at a time, focusing on African American women one year and women of the Lewis family the next. Another option has the concurrent development of both tours, offering them on different days or during different months.
Interpretive Themes	Family & Community, Plantation Operations
Interpretive Objectives	L 1-4, B 1-3, E 1-3
PROGRAM	Lewis Family Farmhouse
Description	The home of the farmer was the centerpiece on most farms and plantations and the workplace for many of its enslaved. It reflects the wealth and power of its owner through its location, architecture, and furnishings. Unfortunately, the house at was destroyed by fire in 1929 and was replaced by a one in an early 20th-century style. This focus tour will visit the interpretive area and the house site, as well as participate in a presentation about its architecture, furnishings, and the family who lived there. It will compare the home to other more typical plantation houses that existed in Loudoun County, where friends and relations of the Lewis family lived.
Interpretive Themes	Family & Community, Architecture & Preservation
Interpretive Objectives	L 1-3, B 1-4,.

4.5.1.3.3 Youth Programs. Youth programs are specialized offerings developed for school age children and youth who visit in family groups or with other organizations for young people. Presenters can adjust these programs to the participants' age levels. Youth programs are separate from the standard tour, have a specific focus, and include interactive activities. They begin in the Living History Skills area with an orientation and move on to a program-specific site tour and interactive activities. Participants return to the Visitor Center or the Historic Skills Area for a final activity and wrap up.

As with the focus tours described in 4.5.1.2.2, knowledgeable docents, either from the staff or the local and regional communities will conduct youth programs. As with focus tours, youth programs are also a part of "*Arcola à la Carte*" programming at AQE and could be publicized and promoted ahead of time to potential audiences. They may require reservations and a fee.

Arcola Kids are fee-based make-and-take programs. Some will happen in the Visitor Center; the rest will take place in the Historic Skills Area or at the Pavilion (see Table 4.2a). Participants will leave with something they have made during the program. Four programs (Memory Box, Foodways, Music from the Quarters, and Good Luck Charms) have an African American theme.

Table 4.5e below offers a description of proposed Arcola Kids programs and demonstrates how they fit into the interpretive themes and objectives described in Sections 2.3.1 and 2.3.3.

Table 4.5e. Arcola Kids/Description, Interpretive Themes & Objectives

ARCOLA KIDS PROGRAMS	
PROGRAM	Memory Box
Description	Children will learn how to preserve their family’s history. They will make a memory box to house family mementos as a make-and-take activity.
Interpretive Themes	Family & Community
Interpretive Objectives	L 1&3, B1-3, E 1-3
PROGRAM	Foodways
Description	Children will learn about historic African American foodways and take home a food item or utensil they have made.
Interpretive Themes	Family & Community, Plantation Operations
Interpretive Objectives	L 1-4, B 1-3, E 1-3, E 5
PROGRAM	Music from the Quarters
Description	Children will learn about African American music history and go home with a drum or banjo they have made.
Interpretive Themes	Family & Community
Interpretive Objectives	L 1-4, B 1-3, E 1-3, E 5
PROGRAM	Good Luck Charms

Description	Children will learn about African American social and cultural practice, taking home a good-luck charm made from a bead or coin.
Interpretive Themes	Family & Community
Interpretive Objectives	L 1&3, B 1-3, E 1-3
PROGRAM	Arcola's Children
<i>Description</i>	Learn about a day in the life of two children at the Lewis Farm (one enslaved and one free) found on the character cards. Related Interactive activities at the Historic Skills Area; period games and other activities outside or various locations in the park.
<i>Interpretive Themes</i>	Family & Community, Plantation Operations
<i>Interpretive Objectives</i>	L 1-4, B 1-3, E 1-3, E 5
PROGRAM	Discovery Packs
<i>Description</i>	Participants will learn about daily life at Arcola through material culture. They will be issued "loaner" haversacks full of reproductions. After learning about these artifacts in the Visitor Center, they will locate similar items in buildings across the site and in the Historic Skills Area during their tour.
<i>Interpretive Themes</i>	Family & Community, Architecture & Preservation, Plantation Operations
<i>Interpretive Objectives</i>	L1-3, L 5&6, B 1-3, E 1-5

History Camp. This IMP recommends that the staff develop a fee-based Summer History Camp program for younger school-age children (ages six to eleven), either as a stand-alone public program or in conjunction with the Lanesville Heritage Area. AQE will be well set up to manage this sort of program. The multi-purpose room in the Visitor Center, the non-historic core area with amenities, the Pavilion, and the Historic Skills Area, along with adjacent parking for pick-up and drop-off of campers, provide all elements necessary for a successful History Camp experience. Summer history camp will provide a service to the community, offering enjoyable and educational activities to school children that parents will appreciate. It will also help expand awareness of as participants tell adult family members about their onsite experience. Like other *Arcola à la Carte* offerings, History Camp will work as a traditionally scheduled event.

Table 4.5f below offers a description of proposed the History Camp program and demonstrates how it fits into the interpretive themes and objectives described in Sections 2.3.1 and 2.3.3.

Table 4.5f - History Camp/ Description, Interpretive Themes & Objectives
HISTORY CAMP

<p>Description</p>	<p>Over time, program elements will develop around the three interpretive subthemes. They will include a variety of site tours, living history demonstrations, make-and-take items and other activities. This report advocates the following for History Camp:</p> <ul style="list-style-type: none"> ○ Multiple Monday-Friday Sessions, 9 a.m.-12 p.m.. ○ Offer Program Options 1 or 2 two to four times during the summer school vacation months (May to August.). Individual offerings may target different age groups (6 to 8 or 9 to 11, for example) <p><u>Program Option 1:</u> Offer individual sessions with different activities each day (Music on Monday, Gardening on Tuesday, for example). Participants may sign up for one or all.</p> <p><u>Program Option 2:</u> Offer a pre-programmed week of activities. Children sign up for the entire week and are onsite for five consecutive mornings. A tour of the historic core area, geared to the age level of the participants, will be part of the program.</p> <p>Both of these options require the following:</p> <ul style="list-style-type: none"> ○ Site must provide water and a mid-morning snack to participants. ○ Site staff to conduct the programs, supported by volunteers when available, or by a History Camp intern. ○ A reasonable fee that covers the cost of supplies and is acceptable to the community.
<p>Interpretive Themes</p>	<p>Family & Community, Architecture & Preservation, Plantation Operations</p>
<p>Interpretive Goals</p>	<p>L 1-4, B 1-4, E 1-4</p>

4.5.1.3.4 Family and Group Programs. Staff may customize the *Arcola à la Carte* programs, discussed in Section 4.5.1.3, for families and groups wishing to book them. They should publicize their availability on social media and elsewhere for spring break, summer vacation, and other

peak travel times for this audience in the Washington, DC metro area. They will have to determine several “make or break” factors ahead of time including fees, weather, minimum attendance, and other staff/site considerations.

Homeschoolers and RV travelers are well suited to take advantage of *Arcola à la Carte* programming. Homeschoolers – already frequent visitors to historic sites – have a more flexible schedule and therefore more time to travel and participate in on-site programs. There are organizations like *a2z Homes Cool*, *Home School Travel*, *Home School Buyers Co-op*,²⁶ and others that facilitate destination travel for homeschooled children

RV travelers, including full time RVers, seniors, vacationing RV owners and renters, and RVers families who homeschool their children on the road,²⁷ are able to take advantage of *Arcola à la Carte* programs. Many have flexible schedules, are regular visitors to historic sites, and can participate in programs much of the year. To attract both homeschoolers and RV travelers, this IMP recommends contacting members of each group to gauge their reaction to *Arcola à la Carte* programs. Staff can speak to people they know who homeschool their children or are RV enthusiasts, as well as site visitors who are members of either group, and assess their responses. can list itself and its programs on their various websites and establish relationships with appropriate organizations, such as those mentioned above, to spread the word.

4.5.1.4 Heritage and Community Events

A community event at an historic site is normally an evening, weekend or seasonal event with a specific focus. It often features hands-on activities and interpretive presentations designed to attract a higher level of visitation from a local or regional audience. Community events may revolve around a national or cultural holiday (Black History Month or Juneteenth, for example), or more local celebrations. They offer opportunities for a site to partner with other local institutions to present a progressive event, or a series of events on a single topic, such as Juneteenth or preserving African American architecture. Such successful community events require preparation on the part of the site staff and the help of volunteers. Although staff can produce most community events, community support or sponsorships are crucial. At many historic sites community events are annually-recurring features on the calendar of events. Table

²⁶ <https://a2zhomeschooling.com/>, <https://www.homeschool.com/?s=family+travel> (Accessed January 10, 2022.) and <https://www.homeschoolbuyersco-op.org/> (Accessed January 10, 2022.)

²⁷ See <http://www.familiesontheroad.com/> (Accessed January 10, 2022.)

4.5g describes proposed community events for AQE and demonstrates how they fit into the interpretive themes and objectives described in Sections 2.3.1 and 2.3.3.

Table 4.5g - Heritage & Community Events/Descriptions, Interpretive Themes & Objectives

HERITAGE & COMMUNITY EVENTS	
PROGRAM	Black History Month
Description	There are numerous public events to observe Black History Month in Loudoun County scattered among a variety of organizations and locations. The Loudoun County School System has the most organized online presence for Black History Month. This IMP advises the site staff to reach out to them, especially to the new adjacent elementary school, and discuss the practicality of sponsoring a joint observance either at AQE or another venue. This joint observance can take many forms, from exhibits to scholarly presentations to interpretive programs and community workshops/events. It can become a resource for other communities and their celebrations of Black History Month.
Interpretive Themes	Family & Community, Plantation Operations
Interpretive Objectives	L 1 -4, B 1-3, E 1-3, E-5.
PROGRAM	Oral History Workshop
Description	<p>Staff will develop a day-long oral history workshop to collect personal recollections and other information from local African Americans and others that will enhance the interpretive effort at AQE. Hopefully, informants (those sharing their recollections and information through an interview process) will be: [1] descendants from both the enslaved and free communities in Loudoun County during the 1813-1845 interpretive period and [2] others with a relevant knowledge of local history invited by staff to participate. Staff can coordinate these workshops with the local African American churches, the Loudoun County Heritage Commission and other local groups.</p> <p>Those interviewing the informants will be college students and adults from the community who wish to learn about oral history and its interviewing techniques to record their own family histories. The interviewers will be present all day; the informants will come in the afternoon. A contract presenter or staff member will facilitate the Oral History Workshop.</p>

During the morning portion of the workshop, participants will receive training in oral history goals and interview techniques. During the afternoon, they will interview informants using a digital recorder. Each workshop will have a topic, so that interviewers and informants can bring focus to the interview process. Topics will relate to African American heritage in Loudoun County and/or the *Shadows on the Land* focus of the main exhibit in the Visitor Center. They may include stories from slavery times that have been passed down in African American families, memories of life as a tenant or sharecropper, or memories of farming Loudoun County, foodways, religion or other relevant topics.

To close the workshop, interviewers and informants will present a summary of their interviews to the group. Staff will gather the digital recordings and other information relevant to and store it in a secure location at the site for future use. Fees for all-day participants or sponsorship for this program would cover the cost of materials and, if necessary, the presenter's fee.

Interpretive Themes Family & Community, Plantation Operations

Interpretive Objectives L 1-4, B 1-3, E 1-3, E 5

PROGRAM Descendants' Family Reunion

Description This IMP recommends that recognize the descendants of the Lewis Family's enslaved population, and celebrate their connection to the site, through a family reunion. A sponsored event with plenty of food, tours of the site, reports on the progress of its development, and an interactive or interpretive program, the reunion can include an appreciation activity or presentation facilitated by THC staff members and an opportunity to record oral histories from participants. This IMP recommends that this be a biennial event.

This report has yet to identify any descendants of the Lewis family. Should they come forward, AQE should be aware that reunions with both enslaved and planter family descendants present have become more frequent in recent years. As part of the planning process for such an event, this IMP urges staff to consult *Slaves in the Family* by Edward Ball,²⁸ a well-respected work.

Interpretive Themes Family & Community

Interpretive Objectives L 1-4, B 1-3, E 1-3, E 5

²⁸ Edward Ball. *Slaves in the Family*. New York: The Ballantine Group, 1998, 1999.

PROGRAM	Preservation Month
Description	To observe National Preservation Month (May), this IMP recommends that present a community event on a weekend day during that month, presenting programs cooperatively with Lanesville Heritage Area. During this program, Loudoun County staff from both PRCS and other agencies, and qualified volunteers, will offer advice and help for identifying and preserving family heirlooms to visitors who bring either their heirlooms or photographs of them to the site. This IMP suggests that staff present a workshop on caring for family items as part of the event. Future workshop topics might/could include the care of specific artifact types such as textiles. Staff and volunteers can take photographs, or make scans, of significant Loudoun County materials brought in by participants.
Interpretive Themes	Architecture & Preservation
Interpretive Objectives	L 1-3, L 5&6, B 1-4, E 1-5
PROGRAM	Juneteenth/ Story of Emancipation
Description	<p>To recognize the significance of Juneteenth, this report recommends that PRCS staff develop a presentation that looks at what happened to those enslaved in northern Virginia after Emancipation. The sixty-four slave narratives analyzed for this report provide ample information on this topic. Further, PRCS is encouraged to reach out to local historical organizations and African American community groups to discuss sponsoring a joint annual Juneteenth observance either at or another venue. This joint celebration can take many forms, such as special exhibits, scholarly presentations, interpretive programs or community events.</p> <p>This event may be an appropriate time to talk about how the Civil War impacted AQE, and call attention to the graffiti found in the earlier section of AQE.²⁹</p> <p>Juneteenth became a paid holiday for state employees in Virginia as well as a Loudoun County employee holiday in 2021. This provides AQE and other African American sites the opportunity to offer quality programs to commemorate the holiday. Hopefully, these efforts will offer more consistent and visible acknowledgement of Juneteenth than Loudoun County and northern Virginia experienced in the past.</p>

²⁹ Brandy Station Foundation has organized a driving tour of Northern Virginia locations with Civil War era graffiti. (Northern Virginia Civil War Graffiti Trail). This IMP recommends that AQE look into adding the site when it opens to the public. See http://www.brandystationfoundation.com/trail_brochure/trail_brochure.htm (Accessed January 10, 2022.).

Interpretive Themes	Family & Community, Plantation Operations
Interpretive Objectives	L 1-4, B 1-3, E 1-3, E 5
PROGRAM	African American Arts & Culture Series
	The African American Arts & Culture series consists of four annual outdoor afternoon or evening programs that will take place in the more temperate months of April, May, September, and October. Three feature live performances, one each for music, theater and storytelling. The fourth features African American-themed films. PRCS and FOSQ can seek recommendations for performers and films from the local African American community and community stakeholders who attended the 2/3/2018 Stakeholders Meeting. PRCS should have access to many talented performers due to its location in the Washington DC metro area.
Interpretive Themes	Family & Community, Architecture & Preservation, Plantation Operations
Interpretive Objectives	L 1-6, B 1-3, E 1-5

4.5.1.5 Higher Education Programs

Higher education programs will engage new audiences both as attendees and as presenters. They will provide a more in-depth, academically-based set of presentations that staff can customize for students in institutions of higher education and for adult groups. They will engage whole new audiences, which introduces a new income stream from people who might not otherwise visit the site. Higher education programs involve participation or sponsorship by area colleges and universities. They normally take place onsite. Partnerships could allow students to earn credit for attendance.

This IMP recommends that, once staff is in place, they contact George Mason University, Northern Virginia Community College and other regional schools to assess what support they can provide to this program series early in the implementation phase of this IMP. Ultimately, AQE could approach additional colleges and universities in Northern Virginia, Washington, DC, West Virginia, and Maryland.

Table 4.5h- Higher Education Programs at Arcola

PROGRAM	
Scholarly Presentations and Seminars	
Description	These fee-based programs should cover related topics. A local or regional institution of higher learning can sponsor it. Participants could hold their sessions in the Visitor Center and participate in an <i>Arcola à la Carte</i> program.
Interpretive Themes	Family & Community, Preservation & Architecture, Plantation Operations
Interpretive Objectives	Because of the breadth of this program, staff can consider all IMP interpretive objectives.
PROGRAM	
Museum Theatre Program	
Description	AQE may develop this program with university and college theatre and history departments. It would allow students to both train onsite and provide interpreters/ actors for <i>Arcola à la Carte</i> programs and special events.
Interpretive Themes	Family and Community
Interpretive Objectives	L 1-4, B 2-3, E 2,3 & 5
PROGRAM	
Intern Program	
Description	<p>AQE should offer this program in conjunction with regional history departments. It will provide graduate and undergraduate interns to work on specific projects for college credit in research, collections and interpretation. In addition, interns make good volunteers for museum programs and events during their time at AQE . As well as approaching universities, staff should advertise internships and other volunteer opportunities on Volunteer Match (www.volunteermatch.org) and with the Virginia Association of Museums and other local history organizations.</p> <p>Note: There is a concerted effort to encourage historic sites and agencies to make internships paid rather than volunteer. This will definitely be a factor in finding interns for AQE.</p>

Interpretive Themes	Family & Community, Preservation & Architecture, Plantation Operations
Interpretive Objectives	Because of the breadth of this program, staff can consider all IMP interpretive objectives.
PROGRAM	Museum as Classroom
Description	This fee-based program would bring students to as part of their classroom experience to tour the site and to attend class there. It would provide an alternate academic environment to learn about a scholarly topic or museum operations. The program format is variable and could involve a single visit or multiple class visits. Participants could hold their sessions in the Visitor Center and participate in an <i>Arcola à la Carte</i> program
Interpretive Themes	Family & Community, Preservation & Architecture, Plantation Operations
Interpretive Objectives	Because of the breadth of this program, staff can consider all IMP interpretive objectives.

4.5.1.6 Attracting Visitors to Arcola Quarters for the Enslaved

To make the public interpretive programs proposed in Section 4.5 successful, AQE needs to reach out and attract the public to them. However, AQE is very fortunate to be in a highly populated area. In 2020, Loudoun County had a population of 420,959, an increase of 32.4% over the 2010 population of 312,311,³⁰ while the Washington, DC, metro area is home to over six million people. In addition, AQE is a facility of Loudoun County Parks, Recreation and Community Services, which has the marketing infrastructure to begin the process of informing the public about .

This IMP recommends that PRCS use social media to help create relationships and conversations with potential visitors about AQE (see 4.4.2 Digital/New Media for a related discussion on the topic). PRCS can make progress reports and information about the ongoing development of the site available through its website, as well as through traditional media. This activity should increase once PRCS announces an opening date, with events and programs at receiving media attention for the first time. Once established, PRCS and FOSQ should jointly promote the site.

³⁰ <https://www.census.gov/quickfacts/loudouncountyvirginia> (Accessed December 7, 2021.)

4.5.1.7 Historical Clothing/Interpretive Programs

Staff members at many historic sites dress in historical clothing to re-create the atmosphere of the period that they interpret. Sites interpreting slavery face some challenging issues in this area. Since slavery is tied so much to race and skin color, it would be difficult for visitors to suspend belief unless the costumed interpreters portraying the enslaved are African American. The views and feelings of individual African American staff members about wearing reproduction clothing of the enslaved will vary widely. Some have no problems doing it, believing enslavement was a condition of the past, and they are a twenty-first century person. Putting on reproduction clothing for the enslaved does not make them an enslaved individual. For others, the prospect of wearing such clothing provokes numerous emotional and cultural warnings, and they refuse to do so. Many more fall somewhere in between.

To navigate such an emotional issue at AQE, this IMP recommends a gradual approach to determine what level of historical clothing will be most effective on site for staff, visitors, and the greater Loudoun community. Once the site is up and running, staff can tackle the historic clothing issue hand-in-hand with the development of public programs. This report recommends that:

- staff wear unique clothing when the site opens so that visitors immediately identify them. They can wear standard PRCS uniforms or clothing specific to AQE, such as blue jeans with a denim shirt featuring the logo.
- Staff should wear historical clothing when they are conducting public and school programs that will benefit by it.
- AQE staff develop a written *Historical Clothing Policy for Arcola* once the site has examined the role of historical clothing at the site.

Committing to an historical costume program is a big endeavor for an historic site, regardless of the level of involvement. It places new responsibilities on staff; needs an adequate budget; involves specialized contractors and vendors for production and acquisition of clothing items; and requires storage and laundry facilities as well as ongoing clothing maintenance.

Section 5.6 (Clothing the Enslaved) provides research, images, vendors and costs for historical clothing for both 1830 and 1850. This will form the knowledge base for developing the historical clothing program for interpretive programming. Bear in mind that historical clothing and accessories for interpreters are not the same things as reproduction clothing recommended for the interpretation or, eventually, for exhibits. Even though the clothing styles are the same, some modern concessions are necessary, such as machine-produced clothing and rubber-soled shoes. In addition, garments have to be adapted to fit current body shapes and sizes.

Production/ Acquisition

Most historical costume items must be made to order; the remaining costumes and some accessories can be acquired through specialized vendors. Sources for historic clothing include Appendix P (Reproduction Suppliers List/ Historical Clothing), networking with other sites that interpret slavery, and online sources, such as the “Products and Services” page of the Association for Living History, Farm and Agricultural Museums (ALHFAM) website.³¹

Costumed Presenters/Onsite programs

The first interpreters to appear in full historical clothing at AQE should be African Americans presenting either third-person (storytellers/musicians) or first-person (portraying an historical figure) single programs. If the community responds well to these initial efforts, staff can gradually add costumed African Americans to other public programs, including on-site and off-site school programs.

Reproduction Clothing for the Enslaved/School Programs

School programming presents separate issues regarding the use of reproduction enslaved clothing as program props. Displaying the item should not pose difficulties. Allowing students to touch and try on the items may be, particularly if some parents or others in the community are uncomfortable with having a program about slavery either onsite or in the classroom. This report suggests that AQE provide teachers with a letter from the site explaining what to expect during their site visit – and emphasizing that every effort will be made to minimize the discomfort some participants might feel about the subject of slavery. The site staff should encourage teachers to forward the letter to the parents of participating students.

4.5.2 School Programs

4.5.2.1 Overview

School programs are the “bread and butter” programs for many historic sites. They often provide up to one-third of annual visitation and a significant revenue stream through entrance fees and gift shop sales. Although this presence has been difficult to maintain in the current climate of austere budgets and growing demand on in-class time, this IMP recommends that AQE establish an educational experience that offers a mix of on-site, off-site and digital programs for public and private schools as well as homeschoolers.

³¹ <https://alhfam.org/Products-Services> (Accessed January 10, 2022.)

Developing a comprehensive school program for the Arcola Quarters for the Enslaved Historical Park requires the alignment of four moving pieces:

Table 4.5i – Moving Pieces/ School Program

- A Comprehensive Plan
- Virginia Standards of Learning (SOL)
- *A Framework for Teaching American Slavery*³² Developing Programs with Loudoun County Public Schools

4.5.2.2 Comprehensive Plan

Interpretive focus:

Arcola school programs will follow the overall interpretive concept for the site, *Shadows on the Land*. They will share the same interpretive infrastructure, outlined in Chapter 2 of this report. School programs for each grade level will have a different focus based on the age of the students and the specific SOLs for their grade. Possible focuses for individual grade levels are:

Table 4.5j – School Programs/ Grade Level Focus

Grade Level	Focus	Topic
4 th	Children on the Land	Lives of Enslaved Children
6 th	Working on the Land	Working life/ Trades/Skills of Enslaved Adolescents
11 th	Becoming Shadows on the Land	Institution of Slavery/Perceptions of the Enslaved

Growing program content for AQE is difficult without a developed site, exhibits and material culture interpretation in place. Once exhibit plans and site development are at a more advanced stage (See Section 4.5.2.5), Arcola staff with involvement/input from Loudoun County Public Schools will develop program specifics. Program content and specifics should be in place before Arcola school programs are first offered to Loudoun County and other area public and private schools.

³²<https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery> (Accessed December 7, 2021.)

Marketing/ Promotion:

This IMP recommends that the school programs, on- or off-site, be:

- Fee-based to help defray costs of program materials and part-time staff.
- Promoted in both fall and spring (the shoulder seasons) to give many opportunities for teachers to get students to the site or set up for remote programming.
- Scheduled for the same two or three days each week the program runs. This way, if school children will be onsite Tuesdays and Thursdays, for example, the site manager can adjust staff schedules and assign work in a more efficient manner; and
- Coordinated with other historic sites in Loudoun County and Northern Virginia, by setting up a committee, to develop joint programs or program series.

Budgeting for the cost of bus usage for fieldtrips is always a major concern, especially for those groups coming from a distance. Some options for potential funding/sponsorships to alleviate the costs associated with fieldtrips, include:

- Donations or sponsorships from local/regional businesses.
- Community partnerships to cover costs of joint fieldtrips/programs.
- Donated means of transportation, such as vans and busses;³³
- Donations of gas cards from local gas stations/convenience stores.

4.5.2.3 Virginia Standards of Learning (SOL)

The *Standards of Learning* (SOL) for Virginia Public Schools establish minimum expectations for what students should know and be able to do at the end of each grade or course in English, mathematics, science, history/social science and other subjects. SOL tests in reading, writing, mathematics, science and history/social science measure the success of students in meeting the Board of Education's expectations for learning and achievement.³⁴ For public school teachers to justify bringing their students to the site, Arcola school programs have to align with Virginia Standards of Learning.

In Loudoun County, slavery is taught in the 4th grade (Virginia Studies), 6th grade (US History to 1865), and 11th grade (Virginia and US History) United States history classes. School programs, proposed in this IMP, meet the History and Social Science Standards for Virginia Public Schools for these grade levels.

The full component of VS SOLs appear in Appendix E (*History and Social Science Standards of Learning for Virginia Public Schools/ Virginia Studies – March 2015*). These SOLS will remain valid

³³ This may be more appropriate for private school and homeschool groups.

³⁴ <http://www.doe.virginia.gov/testing/index.shtml> (Accessed January 10, 2022.)

until early 2022. At that time, content and curriculum changes and new SOL assessments in the teaching of Black history will take effect across Virginia. These changes are the result of the work of the *Commission on African American History Education in the Commonwealth*, established by Governor Ralph Northam in 2019.³⁵ This report recommends that PRCS and FOSQ review Section 4.5.2 to see if programs proposed here need to be revised.³⁶

4.5.2.3.1 Virginia Studies (State and Local History)/ 4th Grade. Fourth graders are a good target group for onsite school programs. Students are still in discrete classrooms with a single teacher – as opposed to secondary students who move from room to room and subject to subject - during the day.³⁷ Virginia Studies for 4th graders has ten SOLs. Each is a comprehensive goal with four to ten objectives under it. Seven apply to the interpretive period. Only four objectives mention enslaved or free African Americans; a fifth (VS.6c) deals with migration of Virginians, which involved the enslaved.

³⁵ <https://vpm.org/news/articles/17369/black-history-edits-made-to-virginia-schools-curriculum> (Accessed January 10, 2022.); <https://www.education.virginia.gov/initiatives/aahec/> (Accessed January 10, 2022.) Pastor Michelle C. Thomas, a community stakeholder for this report, is a member of the *Commission on African American History Education in the Commonwealth*.

³⁶ In February , 2022, Virginia Education Department rescinded diversity, equity programs in response to an Executive Order issued by Virginia’s new Governor, Clay Youngkin.
<https://www.washingtonpost.com/education/2022/02/25/maryland-youngkin-education-diversity/> (Accessed March 1, 2022.) The impact of this action is unclear.

³⁷ State and local history is taught to 4th graders in many states. These students make up a significant part of school program attendees at historic sites across the United States.

Table 4.5k- Virginia Studies SOLs / African Americans³⁸

SOL	TITLE	GOAL / DESCRIPTION	OBJECTIVE
VS.3e	Colonization & Conflict: 1607 through the American Revolution	The first permanent English settlement in America.	Identifying the impact of the arrival of Africans and English women to the Jamestown settlement.
VS.4a	Colonization & Conflict: 1607 through the American Revolution	Life in the Virginia colony	Explaining the importance of agriculture and its influence on the institution of slavery.
VS.4b	Colonization & Conflict: 1607 through the American Revolution	Life in the Virginia colony	Describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans.
VS.6c	Political Growth & Westward Expansion: 1871 – Mid 1800s	The role of Virginia in the establishment of the new American nation.	Explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.
VS.7c	Civil War and Post War Eras	The issues that divided our nation and led to the Civil War.	Describing the roles of American Indians, whites, enslaved African Americans and free African Americans.

4.5.2.3.2 US History to 1865/6th grade. Loudoun County teaches slavery in the 6th grade (US History to 1865) and 11th grade (Virginia and US History). US History to 1865 for 6th graders has

³⁸ Table 4.5j below lists these relevant Virginia Studies SOLs. The SOL itself, noted in the first column, is made up of 3 parts. For example, in SOL VS.3e, VS stands for Virginia Studies and 3 is the number of the relevant VS SOL. The letter e, which follows identifies the specific objective for study. This notation holds true throughout the Virginia SOL system. It will appear again in Tables 4.5l and 4.5m.

nine SOLs. Each is a comprehensive goal that includes three to ten objectives. Only four mention enslaved or free African Americans. A fifth (USI.8b) deals with the migration of Virginians, which involved the enslaved, while a sixth (USI.8d) deals with impact of inventions. Table 4.5m below lists these relevant US History to 1865 SOLs.³⁹ The full description of US History SOLs is in Appendix F (*History and Social Science Standards of Learning for Virginia Public Schools/ United States History to 1865 – March 2015*).

³⁹ See Section 4.5.2.3.1 for an explanation of VS SOL notation.

Table 4.5I- US History to 1865 SOLs /African Americans

SOL	TITLE	GOAL / DESCRIPTION	OBJECTIVE
USI.4c	Exploration to Revolution: Pre-Columbian times to 1770s	European exploration in North America and West Africa.	Identifying the location and describing the characteristics of West African societies (Ghana, Mali and Songhai) and their interactions with traders.
USI.5d	Exploration to Revolution: Pre-Columbian times to 1770s	Factors that shaped colonial America.	Describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans.
USI.8b	Expansion and Reform: 1801-1861	Westward Expansion and Reform in America, 1801-1861.	How geographic and economic factors influenced the westward movement of settlers.
USI.8d	Expansion and Reform: 1801-1861	Westward Expansion and Reform in America, 1801-1861.	The impact of inventions including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.
USI.9b	Civil War: 1861-1865	Civil War: 1861 to 1865	How the issues of states' rights and slavery increased sectional tensions.
USI.9f	Civil War: 1861-1865	Civil War: 1861 to 1865	Describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

4.5.2.3.3 Virginia and US History /11th grade. Virginia and United States History for 11th graders has fourteen SOLs. Each is a comprehensive goal with two to ten objectives under it. Seven apply to the interpretive period; only four mention enslaved or free African Americans. A fifth mentions artifacts and research (VUS.1a), while a sixth deals with migration of Virginians which involved the enslaved (VUS.6g) Table 4.5l below lists these relevant US History to 1865 SOLs.⁴⁰

Table 4.5m - Virginia and US History SOLs /African Americans

SOL	TITLE	GOAL/DESCRIPTION	OBJECTIVE
VUS.1a	Skills	Historical thinking, geographical analysis, economic decision making, and responsible citizenship	Synthesize evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history.
VUS.2b	Early America: Settlement & Colonization	Understand Impact of the Age of Exploration.	Analyzing the cultural interactions among American Indians, Europeans, and Africans.
VUS.3c	Early America: Settlement & Colonization	Understand Early European colonization.	Explaining the impact of the development of indentured servitude and slavery in the colonies.
VUS.6b	Expansion	Understand major events in Virginia and United States history during the first half of the nineteenth century.	Describing the political results of territorial expansion.
VUS.6e	Expansion	Understand major events in Virginia and United States history during the first half of the nineteenth century.	Evaluating the cultural, economic and political issues that divided the nation, including tariffs, slavery, the abolition and women suffragist movements, and the role of the states in the Union.
VUS.6g	Expansion	Understand major events in Virginia and United States history during the first half of the nineteenth century.	Evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

⁴⁰ See Section 4.3.2.3.1 for an explanation of VS SOL notation. The full component of VS SOLs can be found in Appendix G (*History and Social Science Standards of Learning for Virginia Public Schools/Virginia and United States History – March 2015*).

4.5.2.4 A Framework for Teaching American Slavery

The few Virginia SOLs that include slavery and the enslaved are very general and focused on political history. In order to develop school and other programs at AQE that interpret the lives of the enslaved for 4th, 6th and 11th grade students, we must go to social and cultural history sources. One source stands out in this area: *Teaching Hard History: American Slavery*⁴¹ (THHAS) from <https://www.learningforjustice.org/> (formerly www.tolerance.org).

Founded in 1991 Learning for Justice (formerly Teaching Tolerance at www.tolerance.org), is a project of the Southern Poverty Law Center. The organization began by publishing *Teaching Tolerance* magazine and producing films chronicling the modern civil rights movement. Today, they reach more than 500,000 educators who read their magazine, screen their films, visit their website, use their curricula or participate in their social media community. The organization has an impressive list of endorsements from Virginia scholars, museums and universities.⁴²

This IMP has introduced THHAS because of its clearly stated content goals and the resources it offers to future AQE staff and Loudoun County educators. By offering a framework for teaching slavery to K-12 students, THHAS provides a launch pad for the development of school programs at AQE. The organization of THHAS is similar to that of Virginia's SOLs. Ten "Key Concepts" establish expectations for what students should know at the end the unit in American Slavery. They consist of ten important ideas that students must understand to grasp the historical significance of slavery. Explored through "Essential Knowledge" in the elementary grades (K-5) and "Summary Objectives" in middle and high school teaching (6-12), the "Key Concepts" serve as tools that educators can use to structure their teaching. The THHAS framework can be adapted to the Virginia SOLs. With such a foundation of cultural and social history, those developing school programs can weave it into the story of the enslaved at Arcola. Descriptions of THHAS "Key Concepts," "Essential Knowledge," and "Summary Objectives" follow.

⁴¹ Formerly [https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery; now https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery](https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery;nowhttps://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery) (Accessed many times including January 10, 2022.)

⁴² <https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/about-the-project/endorsements> (Accessed December 1, 2021.)

4.5.2.4.1 THHAS K-12/Key Concepts. Table 4.5n below lists THHAS Key Concepts for K-12 students.

Table 4.5n - Teaching Hard History: American Slavery (THHAS)/Key Concepts⁴³

#	Key Concepts
1	Slavery, which Europeans practiced before they invaded the Americas, was important to all colonial powers and existed in all North American colonies.
2	Slavery and the slave trade were central to the development and growth of the colonial economies and what is now the United States.
3	Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court and Senate from 1787 through 1860.
4	“Slavery was an institution of power,” designed to create profit for the enslavers and break the will of the enslaved and was a relentless quest for profit abetted by racism.
5	Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways.
6	The experience of slavery varied depending on time, location, crop, labor performed, size of slaveholding and gender.
7	Slavery was the central cause of the Civil War.
8	Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was both a product and legacy of slavery
9	Enslaved and freed people worked to maintain cultural traditions while building new ones that sustain communities and impact the larger world.
10	By knowing how to read and interpret the sources that tell the story of American slavery, we gain insight into some of what enslaving and enslaved Americans aspired to, created, thought and desired.

⁴³ <https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/k-5-framework#key-concepts> - formerly <https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/k-5-framework#key-concepts> (Accessed December 1, 2021.)

4.5.2.4.2 THHAS K-5/ Essential Knowledge. In a section entitled “Essential Knowledge, Teaching Hard History: American Slavery,” THHAS offers critical content that K-5 students must know to understand the historical significance of slavery. It divides the material into twenty essential knowledges and assigned a grade level (K-2 and 3-5). THHAS augments each “Essential Knowledge” with two avenues of additional support: “What Else Should My Students Know?” and “How Can I Teach This?”

This IMP believes that, despite the THHAS grade assignments, these essential knowledges are appropriate for use in developing programs for 4th graders at Arcola and will provide a knowledge foundation for Arcola staff to work with. Table 4.5o below lists essential knowledges and their assigned grade level.

Table 4.5o- Teaching Hard History: American Slavery (THHAS)/ Essential Knowledges K-5⁴⁴

Knowledge Number	Critical Content	Grade Level
1	Students should be encouraged to think and talk about the meaning of freedom.	K-2
2	Students should know that slavery is when one person owns another person as property.	K-2
3	Students should know that enslaved Indigenous people and Africans came from nations with diverse cultures and traditions and that they continued many of these traditions while enslaved.	K-2
4	Students should know that enslaved people had families that could be split up at any time.	K-2
5	Students should know that enslaved people hated being enslaved, and resisted bondage in many ways.	K-2
6	Students should know that enslaved people tried to maintain their cultures while building new traditions that continue to be important.	K-2
7	Students should know that enslavers exploited the many types of highly skilled labor of enslaved people for their own profit	K-2

⁴⁴ <https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/k-5-framework>
(Accessed December 1, 2021.).

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Knowledge Number	Critical Content	Grade Level
8	Students should understand that slavery and race are intimately connected, that slavery came to be associated with blackness, and that white people developed racist ideas to justify enslaving people of color.	K-2
9	Students will know that many people worked individually and in groups to end slavery.	K-2
10	Students will know slavery was the cause of the Civil War.	K-2
11	Students will know that the main purpose of American slavery was to make money for enslavers.	3-5
12	Slavery in all the places that are now the United States began with the enslavement of Indigenous people.	3-5
13	European colonists expanded slavery by forcing Africans to come to the Americas.	3-5
14	Enslavers adopted and spread false beliefs about racial inferiority, including many that still impact us today.	3-5
15	In every place and time, enslaved people sought freedom.	3-5
16	Enslaved people worked to preserve their home cultures while creating new traditions.	3-5
17	Students will know that the United States was founded on protecting the economic interests of white, Christian men who owned property. In the process, it protected the institution of slavery.	3-5
18	While some states abolished slavery after independence, it remained legal in most of what is now the United States, expanding into some new states and across the South.	3-5
19	Students will know that national disagreements about slavery became so strong that 11 states seceded from the United States to form their own country, leading to the Civil War.	3-5

Knowledge Number	Critical Content	Grade Level
20	Students will know that after the Civil War, formerly enslaved people faced many obstacles, including racism and political, social and economic inequality. Their descendants continue to face similar oppression today, though it looks different now than it did then.	3-5

4.5.2.4.3 THHAS Grades 6-12/Summary Objectives. “Summary Objectives” for Grades 6-12 articulate the content students need to understand the historical significance of slavery. THHAS has twenty-two summary objectives organized chronologically and divided by era. Numbers eight to twelve fit into the interpretive period for Arcola. “Summary Objective” numbers 1, 3, 6, 7, 20 and 22 deal with the legacy of slavery. THHAS augments each “Summary Objective” with two avenues of additional support: “What Else Should My Students Know?” and “How Can I Teach This?” All ten relevant summary objectives appear in Table 4.5q below.

Table 4.5q- Teaching Hard History: American Slavery (THHAS)/ Summary Objectives 6-12⁴⁵

Summary Objective Number	Era	Content	Grade Level
1	Pre-Colonial and Colonial Era (to 1763)	Students will recognize that slavery existed around the world prior to the European invasion of North America, changing forms depending on time and place. The enslaved often were perceived as outsiders: captives in war, the vanquished or colonized, or ethnic or religious others.	6-12
3	Pre-Colonial and Colonial Era (to 1763)	Students will describe the slave trade from Africa to the Americas.	6-12
6	The American Revolution and Constitution (1763-1787)	Students will demonstrate the ways that the Constitution provided direct and indirect protection to slavery and imbued enslavers and slave states with increased political power.	6-12
7	Slavery in the Early Republic (1787-1808)	Students will examine how the Revolutionary War affected the institution of slavery in the new nation and the ways that slavery shaped domestic and foreign policy in the early Republic.	6-12
8	The Changing Face of Slavery (1808-1848)	Students will examine how the expanding cotton economy spurred Indian Removal and the domestic slave trade.	6-12

⁴⁵ <https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/6-12-framework#summary-objectives> (Accessed December 1, 2021.)

Summary Objective Number	Era	Content	Grade Level
9	The Changing Face of Slavery (1808-1848)	Students will describe the principal ways the labor of enslaved people was organized and controlled in what is now the United States.	6-12
10	The Changing Face of Slavery (1808-1848)	Students will analyze the growth of the abolitionist movement in the 1830s and the slaveholding states' view of the movement as a physical, economic and political threat.	6-12
11	The Changing Face of Slavery (1808-1848)	Students will recognize that enslaved people resisted slavery in ways that ranged from violence to smaller, everyday means of asserting their humanity and opposing their enslavers.	6-12
12	The Changing Face of Slavery (1808-1848)	Students will discuss the nature, persistence and impact of the spiritual beliefs and cultures of enslaved people.	6-12
22	The Sectional Crisis and Civil War (1848-1877)	Students will examine the ways in which the legacies of slavery, white supremacy and settler colonialism continue to affect life in what is now the United States.	6-12

4.5.2.5 Developing Programs with Loudoun County Public Schools

Persuading school groups to visit on a regular basis depends upon developing school programs based on curricula that teachers can use. To do this, site staff must create grade-specific lesson plans that:

- meet state-mandated curriculum requirements.
- teachers can easily implement in classrooms; and
- include the story of those enslaved by the Lewis Family.

The subject matter of the lesson plans will link to onsite activities and interpretations that children will experience during school fieldtrips to AQE.

The best way to do this is to involve the Loudoun County Public Schools, especially the Social Science and Global Studies office (SSGS) in the Division of Teaching and Learning. SSGS offers a comprehensive program for the instruction of content and skills in the areas of history, geography, economics, anthropology and world culture, sociology, government, and psychology. The goal of the Social Science and Global Studies Program is to help young people make meaningful contributions to the world by developing the ability to collaborate and communicate in making informed and reasoned decisions as citizens of a diverse, democratic society in an interdependent ever-changing world. To achieve this end, the Social Science and Global Studies offers an interdisciplinary study of citizenship and government, economics, geography and history as well as electives that span both the humanities and social sciences.⁴⁶

AQE site staff, primarily the Site Manager and Museum Educator, will spearhead the development of school programs at AQE. After developing school program ideas in-house, they will contact SSGS headquarters staff and ask for a meeting to discuss the formation of a teacher advisory group to participate in the development of AQE school programs. When in place, the teacher advisory group (TAG) will:

- Consist of 4th, 6th and 11th grade SSGS instructors.
- Advise the AQE staff on the most useful ways to offer educational services to Loudoun County public schools.
- Assist AQE in developing curriculum-based school programs, both on-site and as outreach programs.
- Inform the development of workshops that will enable teachers to participate in on-site curriculum-based programs and create a sense of ownership in the success of the programs; and
- Give guidance to AQE staff regarding appropriate marketing materials—paper, electronic and digital—to “sell” their programs to interested teachers.

AQE staff should consider the possibility of creating a brief Internet exhibit or video focused on the lives of the enslaved at AQE and place it on the PRCS, LCPS, FOSQ and other educational websites. This will enhance the online visibility of Arcola Quarters for the Enslaved/ Lewis Farm and provide links to the school programs themselves and the LCPS curriculum units they support.

⁴⁶ <https://www.lcps.org/Page/212975> (Accessed December 8, 2021.).

With strong programs tied directly to state curriculum standards (SOL), more schools will see the value of using the site to help meet their needs on- or off-site. Involving educators from area schools directly in the development of both general and specific activities and curriculum guides can accomplish this.

4.5.2.6 Other Onsite School Programs

Homeschoolers, private school groups and others may want an onsite experience different from the SOL-based program developed by TAG. This IMP suggests that Arcola offer these groups access to the *Arcola à La Carte* Youth Programs (Section 4.5.2.2.3). Table 4.5e describes these offerings.

4.5.2.7 Outreach Programs

Outreach programs are those sponsored and/or presented by a museum or historic site that take place away from that museum or historic site. They have two major goals: (1) to prepare school children for a site visit and (2) to bring educational programming to those students who cannot come to the museum. Like those that take place onsite, outreach programs must tie directly to Virginia SOLs and support and/or reflect those that take place at AQE. Virginia educators may already be familiar with the outreach programming offered by the Jamestown-Yorktown Foundation, so this will not be a new concept for them.⁴⁷


4.5.2.7.1 Outreach Program Formats. Outreach programs come in three formats:

- Museum in a Box/Travelling Trunk.
- Offsite presentations by museum staff; and
- Distance Learning.

⁴⁷ See <https://jyfmuseums.org/learn/virginia-outreach/> (Accessed 1/23/2022.)

Tables 4.5 r, s and t below provide a description plus pros and cons for each format.

Table 4.5r - Outreach Programs/Museum in a Box/Travelling Trunk


Form	Description	Pros	Cons
Museum in a Box/Travelling Trunk  <i>Figure 4.5b– Archaeology Museum in a Box/ Burke Museum/ Seattle, WA⁴⁸</i>	<p>Museum in a Box is a box, trunk or other container that holds artifacts, dioramas, images, digital resources, exhibit panels, books, lesson plans or teacher notes. Together these materials make up teacher and student resources for a specific outreach program.⁴⁹</p> <p>School or other institutions borrow a Museum in a Box for a specified period (one to three weeks) from the museum or historic site. After they return it, museum staff refresh it and send it out to the next site that requests it.</p> <p>Museum in a Box programs, sometimes called a Travelling Trunk,⁵⁰ are in use around the world and range from a simple box of reproduction artifacts to sophisticated electronic presentations, where the box itself is an electronic device.</p>	<ul style="list-style-type: none"> ○ Inexpensive ○ Promotes to a wider audience. ○ Self-contained. Can stand alone in a classroom without a site visit. ○ Effective Pre-visit tool for teachers. ○ Staff can put together in house. 	<ul style="list-style-type: none"> ○ If used as stand-alone program, impact on growing site visitation is negligible. ○ Staff often redirected from onsite duties to ship, maintain and manage return of boxes.

⁴⁸ <https://www.burkemuseum.org/education/educators-and-schools/burke-boxes/archaeology> (Accessed January 10, 2022.)

⁴⁹ Great visuals on a variety of Museum in a Box programs are at https://australian.museum/learn/teachers/museum-box/?gclid=Cj0KCQjwz7uRBhDRARIsAFqjulmrDuCH0UFTEK-cGHt9b-Gfv1Ffyj-awSOA5P-ZXzJ4QZN7NH13adkaAgI8EALw_wcB (Accessed 3/14/22.)

⁵⁰ For a complete array of materials from a Traveling Trunk program, see Operation Footlocker from the National World War II Museum/ New Orleans, LA. <https://www.nationalww2museum.org/sites/default/files/2017-07/footlocker-teacher-manual.pdf> (Accessed January 10, 2022.).



Table 4.5s - Outreach Programs/ Offsite Presentations

Form	Description	Pros	Cons
Offsite Presentations  <i>Figure 4.5c – Classroom presentation by interpreters from Frontier Culture Museum/ Staunton, VA⁵¹</i>  <i>Figure 4.5d– Outreach Program Participant/ Tubman Museum/ Macon, GA⁵²</i>	<p>Offsite programs in this category take place in classrooms and other community venues. Historical interpreters, sometimes in period dress, present these programs to the assembled audience. The number of interpreters varies with the nature of the program. A solo interpreter can present some programs.</p> <p>Developing a group of education outreach programs will require the same amount of effort as developing onsite school programs. The Frontier Culture Museum in Staunton, VA has well-established education outreach programs based on the Virginia SOLs. This IMP suggests that Arcola staff review these programs on the Frontier Museum website and contact outreach presenters there as they work to establish these programs at .</p> <p>For an African American perspective in outreach programs, contact the Tubman Museum in Macon, GA.</p>	<ul style="list-style-type: none"> Creates revenue Promote to a wider audience. Staff can put together in house. Allow programs to continue in the winter months (Jan.– mid-March) when school program bookings are traditionally low. 	<ul style="list-style-type: none"> Outreach programs are costly to present Require dedicated staff; time-consuming to establish May not be able to offer throughout the year if site bookings are high Restricted by distance and travel time, especially if presenters incur overnight expenses. Sites must set size of student audiences. Otherwise, interpreters may face an auditorium full of students, when expecting to present in a classroom.

⁵¹ <https://www.frontiermuseum.org/index.php/planning-your-in-class-outreach/> (Accessed January 23, 2022.)

⁵² <https://www.tubmanmuseum.com/teachers/school-outreach-program/> (Accessed December 8, 2021)

Table 4.5t - Outreach Programs/ Electronic Field Trips

Form	Description	Pros	Cons
<p>Distance Learning</p>  <p>Figure 4.5e– History Connects: Distance Learning/ Virginia Museum of History & Culture/ Richmond, VA⁵³</p>  <p>Figure 4.5f– Students participating in Distance Learning Class/ National World War II Museum/ New Orleans, LA⁵⁴</p>	<p>Distance Learning is a method of study where some or all the learning takes place remotely via electronic communication.⁵⁵</p> <p>Distance Learning is not new. It originated with correspondence courses conducted through the mail.⁵⁶ Today, it has electronic forms, ranging from downloaded PowerPoints, You Tube Videos, museum-produced videos and other digital materials to interactive classroom presentations conducted via video conferencing or Skype.</p> <p>The effort required to set up a distance learning program will vary with the format.</p> <p>Interactive classroom presentations will require the same amount of effort as developing onsite school programs. Other formats will take less effort to develop. They tend to be discrete productions (such as a Pre-Visit Video) that, once completed, available for distribution as needed.</p>	<ul style="list-style-type: none"> Reasonable costs Promotes to a wider regional audience. Staff can put together in house. PRCS has in-house capabilities to create electronic programming Not restricted by distance. Many formats/ program options. Reaches more students than at less cost than Offsite presentations. 	<ul style="list-style-type: none"> Requires dedicated staff, especially for Interactive classroom programs. Time consuming to establish. Staff redirected from onsite duties to distribution of electronic materials. AQE must update its website regularly to ensure that site distance learning materials are accessible and up to date.

⁵³ <https://virginiahistory.org/learn/educators> (Accessed December 8, 2021.)

⁵⁴ <https://www.nationalww2museum.org/students-teachers/distance-learning> (Accessed December 8, 2021.)

⁵⁵ This method is also known as digital learning, e-learning, online learning, and virtual classroom. At museums and historic sites, distance learning experiences are often called “electronic field trips.”

⁵⁶ https://en.wikipedia.org/wiki/Distance_education (Accessed January 10, 2022.)

Form	Description	Pros	Cons
	<p>The Virginia History & Culture Museum in Richmond, VA has well-established distance learning programs called <i>History Connects: Student Virtual Programs</i>.⁵⁷ This IMP suggests that AQE staff review these programs on their website and contact the digital learning staff there.</p> <p>Some historic sites have a catalogue of digital materials that staff can distribute to schools. These can contain videos that stop and start at significant points in the lesson, allowing the classroom teacher to take over the role of the distance learning presenter.⁵⁸</p> <p>For an African American perspective in distance learning, contact the Tubman Museum in Macon, GA.⁵⁹</p>		

⁵⁷ <https://virginiahistory.org/learn/book-group-program/student-virtual-programs> (Accessed December 8, 2021.)

⁵⁸ Colonial Williamsburg now has its library of Electronic Field Trips, along with teacher guides, learning activities and supplemental materials, plus information from their Teacher Institutes, online and available without cost. There are programs that cover the AQE time period. Registration is free. <https://resource.library.history.org/> (Accessed February 9, 2022.)

⁵⁹ <https://www.tubmanmuseum.com/teachers/distance-learning/> (Accessed January 10, 2022.)

4.5.2.7.2 Launching Outreach Programs at Arcola. The process for developing outreach programs at AQE will follow the same steps outlined for onsite school programs in Section 4.5.2.5 (Developing Programs with Loudoun County Public Schools). AQE staff can reach out to the Teacher Advisory Group (TAG) once more. Members may have utilized outreach programs in the past and be able to give guidance. In addition, they can provide access to teachers and classrooms when the time comes to run pilot outreach programs of every sort with students.

Outreach programming is a big commitment for any institution. It expands the boundaries of any site beyond its physical location, places new responsibilities on staff, and requires access to video and electronic production equipment. For offsite presentations, it can incur additional expenses of transportation, meals, and accommodations. For these reasons, the development of outreach programs should begin gradually, by first offering a “Museum in a Box” or discrete video presentation after the site is open and onsite school programs are up and running. Full-fledged distance learning offerings require staff depth as well as facilities that will not be present when Arcola first opens. This gradual approach will provide time for staff to take advantage of the numerous web resources throughout the English-speaking world and to explore the offerings of Virginia institutions beyond those already cited. Colonial Williamsburg, Jamestown-Yorktown Foundation, Monticello, and The Mariners’ Museum (in Newport News) all offer some form of outreach programming. More specific to AQE, extensive materials, found in “Teaching Hard History: American Slavery” from <https://www.learningforjustice.org/>, offer staff resources that will enable them to develop programs with special emphasis on their independent and interdependent histories of the residents of the Arcola Quarters for the Enslaved and the Lewis family (see Section 4.5.2.4/ A Framework for Teaching American Slavery).

4.5.3 Voices on the Trail /Arcola Interpretive Trail

Part of the purpose for establishing the AQE site is to recognize African American history and culture in Loudoun County and elsewhere. This IMP recommends the installation of interpretive signs at ten locations along the proposed interpretive trail as a way to fulfill that intention. Each sign will feature a relevant quotation from a prominent individual. Collectively, these signs will be known as *Voices on the Trail*. See Figure 4.2a. (Proposed Site Plan and Circulation Diagram for) for locations of the “Voices” signs.

Interpretive Signage/ Voices on the Trail

Table 4.5t below (Voices on the Land/Arcola Interpretive Trail Quotes/ Proposed) lists proposed quotations from twelve noted individuals. This is just a sampling of what is available for use in *Voices on the Trail*. Over time, staff can exchange the original quotations for others to offer a variety

of thoughts about African American history and culture and to allow for others, from individuals who become prominent in the future.

This report recommends a separate signage system for *Voices on the Trail*, one that enables staff to change signs as needed, as well as maintain the system. James Madison’s Montpelier in Orange County, Virginia utilizes an attractive system that is appropriate for Arcola.⁶⁰ The signs are printed plastic (30”x40 PVC) attached with Velcro mounted on a sturdy wooden frame.

Montpelier staff created the content, design, and bases in-house; FedEx Office printed the signs. They created each sign using Adobe Indesign, saved as a PDF, and printed directly on PVC. The image is not as sharp but lasts longer outdoors than the alternative method of laminating a printed image onto PVC. They cost about \$300-\$350 each in June 2020, hold up over time, and can be produced inhouse by PRCS. Photographs of the Montpelier signs are in Figures 4.5 g, h and i.

*Table 4.5u - Voices on the Trail
Arcola Interpretive Trail Quotes/ Proposed*

#	AUTHOR	ID	DATES	QUOTATION	SOURCE
1	Nina Simone	African American Singer	1933-2003	“I’ll tell you what freedom means to me: no fear. I really mean: no fear.”	https://www.brainyquote.com/authors/nina-simone-quotes (Accessed 7/26/19)
2	Toni Morrison	African American Writer	1931-2019	“The function of freedom is to free someone else.”	https://everydaypower.com/toni-morrison-quotes/ (Accessed 11/19/19)
3	Maukana Jalaluddin Rumi	Persian Poet	1207-1273	“Like a Shadow, I am and I am not.”	https://www.goodreads.com/quotes/903819-like-a-shadow-i-am-and-i-am-not (Accessed 7/26/19)
4	Maya Angelou	African American Writer	1928-2014	(Verse 1) You may write me down in history With your bitter, twisted lies, You may trod me in the very dirt But still, like dust, I'll rise. (Verse 6)You may shoot me with your words,	Verses 1, 6 & 8, <i>Still I Rise</i> . https://www.poetryfoundation.org/poems/46446/still-i-rise (Accessed 11/11/19)

⁶⁰ <https://engagingplaces.net/2012/04/18/attractive-outdoor-interpretive-panels-are-possible-at-a-bargain-price/> (Accessed February 9, 2022.)

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#	AUTHOR	ID	DATES	QUOTATION	SOURCE
				<p>You may cut me with your eyes, You may kill me with your hatefulness, But still, like air, I'll rise.</p> <p>(Verse 8) Out of the huts of history's sham I rise Up from a past that's rooted in pain I rise I'm a black ocean, leaping and wide, Welling and swelling I bear in the tide.</p>	This report recommends that PRCS choose one verse of <i>Still I Rise</i> for the Arcola Interpretive Trail. Verses 1,6 & 8 are the most relevant.
5	Thomas Jefferson	3 rd US President	1843-1826	"But, as it is, we have the wolf by the ear, and we can neither hold him nor safely let him go Justice is in one scale, and self-preservation in the other. "	https://www.monticello.org/site/research-and-collections/famous-jefferson-quotes (Accessed 11/12/19)
6	Rosa Parks	African American Civil Rights Activist	1913-2005	"Have you ever been hurt and the place tries to heal a bit, and you just pull the scar off of it over and over again."	https://www.brainyquote.com/authors/rosa-parks-quotes (Accessed 11/19/19)
7	Martin Luther King, Jr.	African American Civil Rights Leader	1929-1968	"We may have come on different ships, but we're in the same boat now."	https://www.azquotes.com/author/8044-Martin_Luther_King_Jr (Accessed 11/12/19)
8	Hillary Rodham Clinton	US Politician/Diplomat	b. 1947	"But despite our best efforts and highest hopes, America's long struggle with race is far from finished. Race remains a deep fault line in America."	https://www.businessinsider.com/hillary-clinton-race-remains-a-deep-fault-line-in-america-2015-6 (11/15/19)
9	Frederick Douglass	African American Writer/ Escaped Enslaved	1818-1895	"I prayed for freedom for twenty years, but received no answer until I prayed with my legs."	https://bookriot.com/2017/12/07/frederick-douglass-quotes/ (Accessed 11/12/19)
10	Phyllis Wheatley	Enslaved Poet	1753-1784	"In every human Beast, God has implanted a Principle, which we call Love of Freedom; it is impatient of Oppression, and pants for Deliverance."	https://www.azquotes.com/quote/691103 (Accessed 11/14/19)

Arcola Quarters for the Enslaved
Interpretive Master Plan – Revised

#	AUTHOR	ID	DATES	QUOTATION	SOURCE
11	Sojourner Truth	Abolitionist Escaped Enslaved	1797-1883	"I am above eighty years old; it is about time for me to be going. I have been forty years a slave and forty years free and would be here forty years more to have equal rights for all."	https://www.quotetab.com/quote/by-sojourner-truth/i-am-above-eighty-years-old-it-is-about-time-for-me-to-be-going-i-have-been-for#77jsljwbOSrR8KFh.97 (Accessed 11/19/19)
12	Barack Obama	44 th US President	b. 1960	"I cannot swallow whole the view of Lincoln as the Great Emancipator."	https://www.brainyquote.com/quotes/barack_obama_375657 (Accessed 11/15/19)



*Figure 4.5g-Interpretive Signage
James Madison's Montpelier*



*Figure 4.5h - Interpretive Signage
James Madison's Montpelier*



*Figure 4.5i - Interpretive Signage,
James Madison's Montpelier*

4.5.4 Implementing Public Programs.

This IMP advocates implementing public programs in four consecutive stages. When fully developed, public programming at AQE will be active year-around. A description of each stage follows in Table 4.5v below.

Table 4.5v - Public Program Implementation Stages

STAGE	DESCRIPTION
1	<p>Stage 1 will begin with the hiring of site staff, who will develop public programs. To reach Stage 1, site development must be one year away from completion and the opening of AQE to the public. During Stage 1, AQE staff will:</p> <ul style="list-style-type: none"> ○ Develop/ Contract out/ Install <i>Shadows on the Land</i> exhibit for Visitor Center. ○ Develop daily unguided tour with related materials. ○ Develop operation manual for site and program operations; and ○ Prepare the following initial offerings: one Guided tour, one additional <i>À la Carte</i> program and one Heritage/Community event. <p>These programs will form public program offerings for the first year the site is open to the public.</p>
2	<p>Stage 2 will begin when Stage 1 is complete and initial public programming is in place at AQE . During Stage 2, staff will:</p> <ul style="list-style-type: none"> ○ Continue programming launched in Stage 1. ○ Add a third “ <i>À la Carte</i>” program . ○ Add a second heritage/Community Event. ○ Develop onsite school programming; and ○ Conduct pilot programs for onsite school programming.
3	<p>Stage 3 will begin when Stage 2 public programming is in place at AQE. During Stage 3, staff will:</p> <ul style="list-style-type: none"> ○ Continue programming launched in Stages 1 and 2. ○ Add a fourth <i>Ala Carte</i> Program. ○ Add a third heritage/ Community Event. ○ Offer onsite school programs to local and regional schools; and ○ Add/train additional part time staff to support onsite school programming.
4	<p>Stage 4 will begin when Stage 3 public programming is in place at . During Stage 4, staff will:</p> <ul style="list-style-type: none"> ○ Continue programming launched in Stages 1, 2 and 3. ○ Develop, pilot and launch Outreach Programs in the following order of increasing effort and expense to : <ul style="list-style-type: none"> ✓ Museum in a Box ✓ Distance Learning ✓ Offsite Presentations; and ○ Add/train additional part time staff to support outreach programming.

4.5.5 Evaluation Techniques/ Interpretive Plan Components

There are numerous techniques available to evaluate historic site programming. HBTS suggests five techniques that are possible to put into use, given the recommended staffing levels for AQE. They include direct audience feedback, auditing by an expert, direct measures of behavior, questionnaires, and focus groups. Table 4.5w below, developed from those in *Interpretive Master Planning* by John A. Veverka⁶¹, describes each technique and offers pros and cons.

Table 4.5w - Evaluation Techniques

TECHNIQUE	DESCRIPTION	PROS	CONS
Direct Audience Feedback	Interpreter analyzes visitors' responses in face-to-face settings.	Immediate Analysis. Flexible approaches to visitor possible.	Technique is subjective.
Auditing by Expert	Experienced interpreter watches/critiques interpretive presentation.	Allows input from experienced professionals.	Puts presenter on guard; peer evaluation strains staff at times.
Direct Measures of Behavior	Determines which interpretive options visitors select when they have a choice.	More objective. Uses head counts and ticket sales to make evaluation.	Determines what visitors prefer but not why.
Questionnaire	Written set of questions for visitors. Gathers demographic and experiential data.	Well-designed questionnaire yields a great deal of visitor information.	Subject to written response bias; time-consuming to prepare and evaluate.
Focus Group	Unassociated local citizens preview interpretive programs.	Group can point out strengths and weaknesses ahead of time.	Evaluation will only be as objective as group members.

⁶¹John A. Veverka, *Interpretive Master Planning : Strategies for the New Millennium, Philosophy, Theory and Practice*, Edinburgh: MuseumsEtc Ltd, 2015.

4.6 Staffing Recommendations

Section 4.6 outlines a staff development sequence in two parts. Part One covers the staff needed to develop AQE and make it fully operational. Part Two discusses staff positions required as PRCS establishes a management system for the historic sites for which it is responsible.

4.6.1 Part One/Initial Staffing

AQE requires a minimum of four full-time positions (Site Manager, Museum Educator, Curator and Museum Operations Supervisor) to develop and make the site operational. This staff should be in place about eighteen months before AQE opens to the public.

4.6.1.1 Full-time Positions

Site Manager

The Site Manager is responsible for effective administration, management, and operation of the Arcola Quarters for the Enslaved Site. The Site Manager assists the Division Manager with effective coordination and interaction with PRCS staff and community stake holders, provides leadership to site staff, volunteers and other stakeholders to successfully manage and conserve the site's natural and cultural resources. This Site Manager will report to the appropriate PRCS Division head.

This IMP recommends that the Site Manager have a master's degree in Public History, Museum Studies, American History, American Studies or a related field as well as previous historic site experience. This position requires project management, organizational, verbal communication and written skills. Position responsibilities in appear in Table 4.6a below.

Table 4.6a – Site Manager Duties

Site Manager Duties
Direct Responsibilities
<ul style="list-style-type: none">○ Budget development and management.○ Personnel hiring, training, management and supervision.○ Resource management.○ Development of beneficial community partnerships and collaborations.○ Management of contracts and relationships with vendors and operational partners.○ Records management and reporting.○ Friends of the Arcola Quarters for the enslaved liaison and support.

Oversight Responsibilities

- Maintenance of site.
- Curatorial care of museum artifacts.
- Visitor services.
- Interpretive and educational program planning, development, scheduling, production, and evaluation.
- Volunteer recruiting and management.
- Media relations, promotional and marketing activities.

Museum Educator

The Museum Educator plans, develops, and implements a full range of interpretive, educational, and outreach programs, and events intended to promote the site’s history, increase visitation, and encourage stakeholder participation. The position is under the supervision of the Site Manager.

This IMP recommends that the Museum Educator have a master’s degree in Public History, Museum Education, American History, American Studies, Education or a related field as well as previous historic site experience. This position requires organization, verbal communication and written skills. Position responsibilities in appear in Table 4.6b below.

Table 4.6b – Museum Educator Duties

Museum Educator Duties
<ul style="list-style-type: none">○ Create and implement innovative interpretive programs at the site and in the community that make meaningful connections for 21st-century visitors.○ Create a program evaluation process to evaluate the quality and impact of all programs.○ Participate in volunteer recruitment, training, and scheduling.○ Prepare reports and maintain records, particularly regarding site programming.○ Conduct outreach programs both on and off site for diverse audiences.○ Develop and maintain community partnerships and work effectively with a variety of people from diverse cultural backgrounds.○ Identify opportunities for site participation in local community events.○ Use social media and new media as interpretive tools to execute a social media strategy that engages and informs the site’s social media audience.○ Monitor, analyze, and review social media performance metrics and incorporate findings to continuously improve social media content offerings and expand the site’s digital reach.○ Create advertisements, print materials, and website/social media posts to promote programs and special events.

Curator

Curators are responsible for assembling, cataloguing, managing and interpreting artistic and cultural collections.⁶² In Part 1 of the staff development sequence, the curator will be responsible for furnishing the Quarters for the Enslaved and developing the permanent *Shadows on the Land* exhibit. They will also provide research support for the development of the interpretive trail and support staff research needs. This position requires project management, organization, verbal communication and written skills. The Curator position is under the supervision of the Site Manager.

This IMP recommends that the Curator have a (preferably master's) degree in Material Culture, Museum Studies, African American History, Public History, American Studies or related field as well as previous historic site experience. Position responsibilities in appear in Table 4.6c below.

Table 4.6c – Curator Duties

Curator Duties
<ul style="list-style-type: none">○ Plan and develop exhibits, including the selection and acquisition of artifacts.○ Conduct research to support exhibits and other public programming at AQE .○ Present and communicate messages effectively through exhibit design.○ Work with vendors and collectors to obtain objects for both the Quarters for the Enslaved building and the permanent exhibit.○ Consult with other staff in the development of interpretive and educational exhibition and programming.○ Assist staff in the development of content for social media platforms and outreach/offsite programming.○ Monitor, maintain and care for artifacts on display and in storage.○ Train site staff in the appropriate cleaning and handling of museum artifacts on display and in the identification of potential conservation issues.○ Advise and train site staff in the maintenance and monitoring of integrated pest management and environmental control programs.

⁶² <https://careers.stateuniversity.com/pages/548/Museum-Curator.htm> (Accessed January 23,2022.)

Museum Operations Supervisor

The Museum Operations Supervisor provides support to the Site Manager by coordinating all aspects of daily operations and providing back-up help when needed in other areas. At AQE, this position will run the Visitor Center, manage its part-time staff and coordinate visitor services, among other responsibilities. The Museum Operations Supervisor position is under the supervision of the Site Manager.

This IMP recommends that the Museum Operations Supervisor have a master's degree in Public History, Museum Studies, American History, American Studies or a related field as well as previous historic site experience. This position requires organization, verbal communication and written skills. Position responsibilities appear in Table 4.6d below.

Table 4.6d – Museum Operations Supervisor Duties

Museum Operations Supervisor
<ul style="list-style-type: none">○ Visitor Center operations.○ Visitor services.○ Gift shop management.○ Purchasing.○ Budget and financial reporting.○ Supervision of Part-time Staff.○ Visitation tracking/reporting.○ Monitoring grounds.○ Management of minor repair and maintenance projects on structures and grounds.○ Onsite public program assistance.

4.6.1.2 Part-time Positions

AQE requires the following part-time staff in order to operate on a year-round basis: Visitor Center Aides, a Museum Education/ Program Aide, and School Program/ Special Event Interpreters. Only Visitor Center Aides will be in place when the site opens to the public. AQE will next hire the School Program/ Special Event Interpreters when School Programs and Special Events are added to the calendar. The Museum Education/ Program Aide will be added when the number of bookings and scheduling, driven by a growing number of school programs and group tours, make that position necessary. The duties of recommended part-time positions are in Table 4.6e below.

Table 4.6e Duties/ Part-Time Positions.

Museum Education/Program Aide	Visitor Aides	School Program/ Special Event Interpreters
<ul style="list-style-type: none"> o Schedules school, group tours and <i>À la Carte</i> programs. o Schedules/coordinates volunteers. o Correspondence/E-mail related to programs, tours and general inquiries. o Supports Museum Educator with programs and special events. o Works closely with Visitor Center Aides. o Supervised by Museum Educator. 	<ul style="list-style-type: none"> o Open & Close Visitor Center. o Greet/orient/ assist visitors. o Front desk/ Gift shop assistance. o Event assistance as needed. o Perform light maintenance tasks. o Supervised by Museum Operations Supervisor. 	<ul style="list-style-type: none"> o Work on an “as-needed” basis. o Assist Museum Educator in presenting public programs where needed. o Present AQE story to the public during public programs. o Set up/break down public programs as needed. o Must attend interpretive training sessions. o Supervised by Museum Educator.

4.6.2 Part Two/Establishing PRCS Historic and Cultural Sites Division (HCSD)

As of Winter 2022, there are seven sites listed under Historic and Cultural Sites on the PRCS website.⁶³ Table 4.6f lists the original seven sites, their facility types, use and inclusion in the HCSD.

⁶³ <https://www.loudoun.gov/1481/Historic-Cultural-Sites> (Accessed January 11, 2022.)

Table 4.6f - PRCS Historic & Cultural Sites

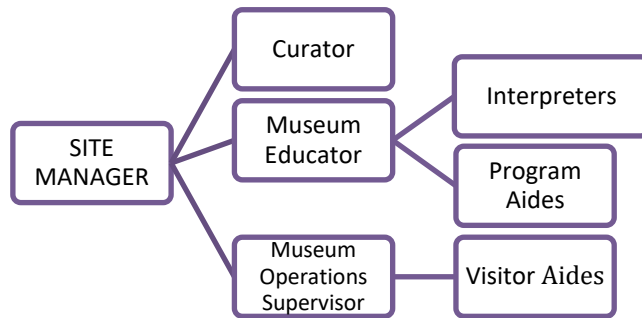
SITE	FACILITY TYPE	USE
Arcola Quarters for the Enslaved	historical	historic site
Carver Center	cultural	senior center
E.E. Lake General Store	cultural	welcome center
Franklin Park Performing & Visual Arts Center	cultural	performance venue
Lanesville Heritage Area	historical	historic site
Loudoun Heritage Farm Museum	historical	historic site
Settle Dean Cabin	historical	historic site

Section 4.6.2.1 (Part Two/ Establishing PRCS Historic and Cultural Sites Division (HCSD) offers a four-step process to establish an PRCS Historic Sites Division to manage and grow the historic and cultural properties under its purview.

STEP ONE *Establish Arcola Quarters for the Enslaved as a functioning historic site, open to visitors and presenting public programs.* (See Section 4.6.1 above.)

An organizational chart for the fully-staffed Arcola site appears in Figure 4.6a below.

Figure 4.6a – Organizational Chart/ Fully staffed Arcola Quarters for the Enslaved



STEP TWO

Combine African American Historic Sites (and Settle Dean Cabin) under one staff based at .

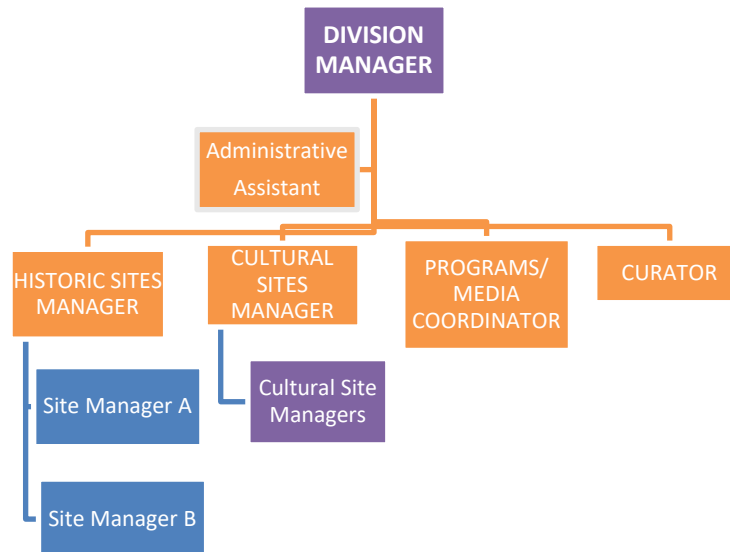
Step two will add some responsibilities to the AQE staff workload; the curator will have to check on the property and its material artifacts; the operations supervisor will have to deal with maintenance and the museum educator will develop a few programs annually for the Settle Dean Cabin site.

STEP THREE

Establish the Historic and Cultural Sites Division.

Step three will include gradually hiring staff according to the organizational chart seen in figure 4.6b below. There are eight full-time positions shown in the organizational chart; six are new. Everyone, except Site Manager B and cultural site managers, will have an office at AQE.

Figure 4.6b – Organizational Chart/ Fully staffed HCSD



To achieve this organizational structure in Step Three:

- The Curator position will move from site staff to Division staff. There, the position will develop and manage material culture for all HCSD sites with the support of site operations supervisors, their staffs, and contractors.
- The Programs/Media Coordinator will support program development and serve as social media coordinator for all HCSD sites. On a division level, this position will:
 - Use social media and new media as interpretive tools to execute a social media strategy that engages and informs the sites' social media audiences.
 - Monitor, analyze, and review social media performance metrics and incorporate findings to continuously improve social media content offerings and expand the site's digital reach.
 - Create advertisements, print materials, and website/social media posts to promote programs and special events.
- The Curator and Programs/Media Coordinator will serve as resources for the entire HCSD.

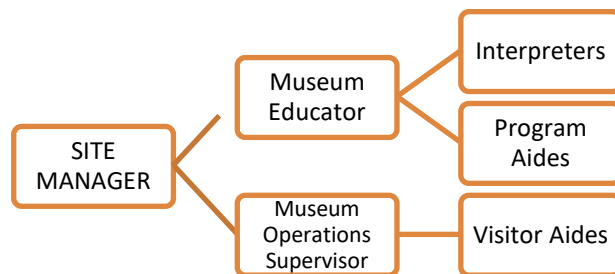
- The Historic Site Manager will oversee the management of the four historic sites.
- The Cultural Sites Manager will oversee the Carver Center, E.E. Lake General Store and Franklin Park Performing and Visual Arts Center.
- Site Manager A position will continue to manage the two African American sites and the Settle Dean Cabin.
- Site Manager B will manage the two historic sites within Claude Moore Park (Lanesville Heritage Area and the Loudoun Heritage Farm Museum). This position's role in relation to the Loudoun Heritage Farm Museum will be that of liaison between HCSD and the non-profit that operates the museum.

STEP FOUR ***Align individual site staffs to reflect and support HCSD organizational plan .***

(Figure 4.6b above.)

Following the establishment of HCSD, the historic sites organizational chart should resemble that shown in Figure 4.6c below. Cultural sites should adjust where necessary.

Figure 4.6c– Organizational Chart/ Historic Sites within HCSD.



4.7 Research Recommendations

4.7.1 Historical & Material Culture Research

One of the most difficult aspects of preparing this plan has been the lack of any Lewis family papers that would give any insight on their lives and their relationships with their enslaved workforce. This includes any diaries or journals, letters, or account books that would give details of crops raised, agricultural equipment purchased, observations on individuals (family members, hired white farm workers, African Americans) or current events both local and national. Research into the whereabouts of direct descendants of James Lewis and collateral descendants of Charles

Lewis (he never married and died without issue that we are aware of) who might live in Virginia has yielded no results.

This report has identified two potential avenues which may lead to Lewis Family papers and related sources:

- The blog, "<https://kentuckykindredgenealogy.com/>" (Accessed December 8, 2021), has numerous documents featuring the Lewis Family. The author of the blog, Phyllis Brown, is descended from a grandson of Vincent Lewis. This report recommends contacting her to ascertain how she can help the search for Lewis Family papers. Her email is phbretired@gmail.com.
- One of the several chancery cases brought by heirs of James Lewis in the late nineteenth century, regarding disposition of the farm that Lewis left to his heirs, strongly suggests an avenue of further research that may prove useful in finding this information. This case,⁶⁴ first brought in 1879 by heirs of James M. Lewis (d. 1827), son of James Lewis (d. 1826), asked that the land held by Martha M. Lewis be divided among the heirs as other property had been. Papers of this case, which finally closed in 1886, revealed that many of the heirs lived in Nelson County, Kentucky. The chancery cause documents include a list of these individuals and the county and town where they lived. Further genealogical research into these individuals and the locations of any of their descendants may bring to light the whereabouts of Lewis family papers that would be very helpful in fleshing out their story and the story of AQE.⁶⁵

4.7.2 Archaeological Research

Two different cultural resource management firms conducted separate archaeological investigations on Lewis family land surrounding the Arcola Quarters for the Enslaved, in 2005 and 2007. These surveys were part of the research required by Loudoun County in preparation for development of the land surrounding Arcola. The first project was a Phase I survey conducted in 2005 by URS Corporation for Buchanan Partners, consisting of 15 test areas, primarily in what

⁶⁴Loudoun County (Va.) Chancery Causes, 1758-1912. Maria L. Asher Etc. v. Heir(s) of James Lewis Etc., 1886-005. Local Government Records Collection, Loudoun Court Records. The Library of Virginia, Richmond, Virginia.

⁶⁵Included in the collections of the Kentucky Historical Society is a Lewis family bible (1777-1896) that clearly records that members of the family left Loudoun County in 1815. See <http://www.kyhistory.com/cdm/ref/collection/MS/id/3522> for images of the family record pages of the bible. (Accessed December 10, 2021)

is currently a sod farm, but which was land owned by Charles Lewis in the 19th century. Cultural Resources, Inc., conducted the second study in 2007, on land opposite the Arcola Quarters for the Enslaved, across Evergreen Mills Road. This study included Phase II and Phase III investigations that uncovered the foundations of two 19th-century quarters for the enslaved buildings, most probably built by Charles or Thomas Lewis in the first quarter of the 19th century, as well as a Lewis family cemetery that includes the unmarked graves of enslaved African Americans.⁶⁶

Because no other plantation-related buildings survive, aside from the foundations of the original 19th-century house, it is more challenging to make accurate characterizations of the site and its use during the interpreted time period. PRCS should consider archaeological investigations of the property, after careful planning and consideration of the goals of such work. Non-destructive methods such as LiDAR (Light Detection and Ranging) and GPR (Ground Penetrating Radar)⁶⁷ might be enough to at least locate other outbuildings or additional quarters. Careful work around the foundations of the original house and the Quarters for the Enslaved building itself might yield information that would be very useful in interpreting the site. Coordination with the Loudoun County Department of Planning and Zoning will be required to complete this work.

4.8 Interpretive Recommendations

The purpose of this IMP is to develop and present a plan to furnish and interpret the Arcola Quarters for the Enslaved and to evolve an historic site around the complete site with staff, features and services that support it. Most sites write IMPs for previously interpreted and furnished spaces. With no previous interpretive planning, AQE can do little interpretively until the Quarters for the Enslaved is restored and accessible to visitors. Realistically, the rehabilitation will take 18-24 months.

Acquisition of reproductions should start while the building is being restored so that the furnishing can take place with a minimum of delay. Following that, some on-the-ground experimentation with the proposed tour and/or free-flow circulation paths, as well as visitor flow through the quarters for the enslaved structure itself, will take place (See Figure 4.6a) to decide what works best. These visitor flow patterns will become part of a program plan written for the

⁶⁶ URS Corporation. "Phase I Archaeological Study of the Arcola Center Property, Loudoun County, Virginia." Prepared for Buchanan Partners, April 2005; Cultural Resources, Inc. "Phase II and Phase III Archaeological Investigations at Site 44LD1433 on the Goupda Property, Loudoun County, Virginia." Prepared for Buchanan Partners, June 2007.

⁶⁷ LiDAR: <https://en.wikipedia.org/wiki/Lidar#Archaeology> (Accessed January 13, 2022.); GPR: <https://www.geophysical.com/using-ground-penetrating-radar-archaeological-sites> (Accessed December 3, 2021.)

interpretation that results from this experimentation. Only then will the AQE, in terms of this IMP, be ready to open to the public.

In order to reach that point, this report recommends additional consultant support for:

- The purchase of artifacts/furnishing for the AQE structure.
- The installation of these furnishings in a period-appropriate way that allows visitors to move safely through the AQE interior.
- Revising the program plans to reflect the final interpretation of the AQE , and
- Conducting a final review of the proposed SOLs, and interpretive goals and objectives, which will accompany the revised program plans.

Chapter 5 : Interpreting the Arcola Quarters for the Enslaved

5.1 Overview

A great variety of enslaved people lived at the Lewis Farm¹ during the second quarter of the 19th century. Some were field hands; others were skilled workers. The layout of the spaces within the quarters for the enslaved as well as the lack of primary resources from the Lewis family (other than public records) make it impossible to reflect the lives of every enslaved person who lived on the property. Since the Quarters for the Enslaved was built in two phases, the first ca. 1813, and the second ca. 1845, this report recommends that the lives of the enslaved who lived at the Lewis Farm in 1830 and 1850 be interpreted in separate portions of the Arcola Quarters for the Enslaved. Each side will be furnished separately and in different time periods to:

- reflect times when historic documents best reveal the composition of the enslaved populations at Arcola; and to
- show change over time in both the enslaved population demographic at Arcola and in the material culture that supported their lives.

Under this plan, the 1813-built portion of the quarters will be interpreted and be furnished to reflect the 1830s time period. The later 1845-built section will be interpreted and be furnished to reflect the 1850s time period.

1830

The eleven enslaved individuals at Arcola were some of the 5,343 held in the county. They represented 23.4% of Loudoun County's total population of 22,796 people living in an economically and socially fragile time.² Virginia's economy continued to feel the effects of the transition from tobacco to grain-based agriculture. The fear of being sold south, to states where the economy and the need for cheap labor was expanding, was constant among the enslaved. For all that, 1830 was a less restrictive time for the enslaved than the decades that followed.

An uprising of the enslaved in Southampton County, Virginia, Nat Turner's Rebellion, was suppressed in 1831. The following year, the Virginia General Assembly passed anti-literacy laws, making it unlawful to teach reading and writing to the enslaved, free Black people, or biracial people, and restricting all Black people from holding religious meetings without the presence of

¹ In Chapter 5, the name Lewis Farm refers to the historic property where today's Arcola Quarter for the Enslaved stands. It is used in an historic context.

² <https://www.loudounhistory.org/history/african-american-chronology/> (Accessed November 19, 2021.)
history behind the scenes

a licensed white minister. Other slave-holding states in the South enacted similar laws that restricted activities of the enslaved as well as free Black people.³

1850

The population of Loudoun County, both free and enslaved, changed little between 1830 and 1850. The fifteen enslaved at the AQE were some of the 5,641 held in the county. They represented 24.8 % of Loudoun County's total population of 22,679 people. The situation for the enslaved became more restrictive as the impact of the Anti-Literacy laws of 1830 endured. The economy continued to feel the effects of the transition from tobacco to grain-based agriculture. The fear of being sold South remained constant among the enslaved.

5.2 Backstory

The term “backstory” refers to a set of events invented for a book, movie or play that have taken place before it begins.⁴ Developing an interpretation for presentation to the public requires a similarly-invented set of events and life stories, based on available historic sources. The Arcola backstory, laid out in Section 5.2, will provide the context needed to develop public programs and exhibits that will help make the enslaved population come alive.

5.2.1 Arcola/1830

The five years between 1825 and 1830 saw significant changes for both free and enslaved residents at the Lewis Farm. James Lewis, the owner, died before March 13, 1826, when his will, signed April 11, 1811, was presented to the Loudoun County Court. His brother, Charles Lewis, his brother and one of the executors, was granted a certificate for obtaining probate on February 13, 1827. The estate division was accepted by the court on November 19, 1827, and the probate inventory was returned and ordered to be recorded on January 14, 1828, along with the apparent final acceptance of the estate division.

In his will, James left his farm, enslaved laborers, livestock, farming equipment, and household utensils to his daughters Susannah, Catherine, Elizabeth, Martha, and Jane as long as they were unmarried. By the time of the estate division in 1827 and the taking of his probate inventory, only Susannah, Jane, and Martha remained unmarried, and they ended up inheriting Lewis Farm. Included in the probate inventory were 26 enslaved men, women, and children; not included in this inventory were 9 others who lived at Lewis Farm but who, after James' death were distributed to three other of James' children: Vincent L., Elizabeth, and Catherine Darne (through her husband, Thomas) in advance of the estate division (See Table 3.3d).

³ https://en.wikipedia.org/wiki/Nat_Turner%27s_slave_rebellion (Accessed February 14, 2022.).

⁴ <https://www.macmillandictionary.com/us/dictionary/american/backstory> (Accessed February 22, 2022.).

Only six were bequeathed to Susan or Martha Lewis and most likely remained at Lewis Farm. In 1830, the US Census reported that Susan Lewis (listed as head of household) owned eleven enslaved men, women and children (See Table 3.3e). This report proposes a re-creation of the 1830 enslaved population at Arcola, using a combination of the information from the probate inventory of James Lewis' estate and the 1830 US Census.

5.2.1.1 Enslaved Population/1830

Table 5.2a below presents an overview of the eleven people enslaved at Arcola in 1830, according to the US Census taken that year. Susan(nah) Lewis is listed as their owner. The Lewis sisters inherited seven of the eleven enslaved individuals enslaved by their father, James Lewis. Each of these individuals has an asterisk after their name in Table 5.2a. How the Lewis sisters acquired the remaining four enslaved individuals is unknown. Given the way that the extended Lewis family moved enslaved people among their properties, it is probable that the four previously belonged to other family members.

These people are historical figures. The names, gender, status⁵ and value of the inherited enslaved workers come directly from the 1827 James Lewis inventory. The additional four were chosen from the remaining enslaved individuals found in that inventory in order to fill out the interpretive complement. This IMP assigns ages, skills and location to each historic figure and develops a biographical note for everyone. The ages are based on their status; skills were determined by an individual's dollar value; location was assigned to reflect two distinct households. Biographical notes replicate typical situations for the enslaved, as do the assigned skills. See Appendix B (Slave Narratives: *Weevils in the Wheat* Database) and Appendix C (Slave Narratives: *The North-Side View of Slavery* Database).

⁵ Status represents approximate age range assigned by those taking the inventory of the James Lewis estate. M =adult male; W = adult female; B = boy in the 8-15 age range; G = girl in the 8-15 age range. C= children under 8; I = infant.

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Table 5.2a – Enslaved Inhabitants/ AQE 1830

NAME	GENDER	STATUS	AGE (EST.)	LOCATION	OCCUPATION	\$ VALUE 1827	NOTE
OLD RACHEL *	F	W	45+	Quarters for the Enslaved/ 1830 side	Enslaved Child Care	250	Old Rachel's parents were born in Africa. She is very knowledgeable about African traditions and practices. Old Rachel and Frank are grandmother/ grandson or aunt/nephew.
FRANK *	M	B	8/9	Quarters for the Enslaved/ 1830 side	Simple Chores	Valued with Old Rachel	Old Rachel and Frank are grandmother/grandson or aunt/nephew. His father works "abroad" at another Lewis property. His mother is dead.
MALINDA *	F	W	30s	Quarters for the Enslaved/ 1830 side	Cook	250	Works in plantation house. Oversees Quarters for the Enslaved kitchen. Funnels what food she can to enslaved community onsite. Possible wife/partner of George Grigsby.
PRISCILLA	F	G	13-15	Quarters for the Enslaved/ 1830 side	House Servant	75	Young biracial person. Still learning her trade. Works in plantation house. Mother hired out. Father is an unknown white man.
GEORGE GRIGSBY *	M	M	40s	Quarters for the Enslaved/ 1830 side	Carpenter/ Driver	350	Driver. Leader of enslaved community. Works at other Lewis properties when his skills are needed.

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STEPHEN*	M	M	30s	Outlying Quarters	Farmer	275	Works under overseer to manage agricultural operation.
CHARLOTTE*	F	W	20s	Outlying Quarters	Weaver/ Spinner	250	Produces textiles/ clothing for Arcola enslaved community. Possible wife/partner for George.
CEPHUS*	M	B	10-12	Outlying Quarters	Skilled/ a groom	225	Takes care of horses and other livestock. Works with George.
CAROLINE	F	G	9-11	Outlying Quarters	Kitchen/ Plantation House	100	Learning her trade. Assists Malinda in Plantation House kitchen.
AMEY	F	W	20s (Young woman)	Outlying Quarters	Field Hand	175	Works with Stephen and others in farming operation. Assists Charlotte with spinning/ clothing production.
GEORGE	M	M	30s-40s	Outlying Quarters	Wagoneer	300	Operates farm wagons and carriage. Maintains vehicles. Ploughman. Training Cephus in livestock care.

5.2.2 Arcola/ 1850

Arcola in 1850 was a different place than twenty years earlier. The Lewis sisters were still in charge, but management of the plantation seems to have shifted from Susan to Martha, the much younger sister. The 1850 Census listed her as the owner of the Arcola Quarters for the Enslaved's inhabitants (See Table 3.3 g.). Lewis Farm has grown larger, as Martha has inherited a half-interest in the adjacent property of her uncle, Charles Lewis.

The enslaved population has turned over completely. None of the 1830 enslaved inhabitants remain at Arcola. The 1850 group includes five children between the ages of one and ten. They make up one-third of total enslaved population. Over half of the enslaved now have last names. How and why the population changed so dramatically is not known. This report proposes a

recreation of the 1850 enslaved population at the AQE, using information from the 1850 US Census/ Slave Schedule and the Newman family history.⁶

5.2.2.1 Enslaved Population/ 1850

Table 5.2b below presents an overview of the fifteen enslaved people at the AQE in 1850. These people are historical figures. Their gender, age and color come from the 1850 US Census/ Slave Schedules, which lists Martha Lewis as their owner. This IMP assigned names, skills and location to each historic figure and developed a biographical note for everyone.

The IMP selected names for the 1850 enslaved individuals from the Newman family history.⁷ The names chosen were those of formerly enslaved people and their children in the mid-late nineteenth century. The skills represented among the 1850 enslaved in Table 5.3b reflect those typical of an operation like the Lewis Farm; location was assigned to reflect two distinct households. Biographical notes replicate typical situations for the enslaved. See Appendix B (Slave Narratives: *Weevils in the Wheat* Database) and Appendix C (Slave Narratives: *The North-Side View of Slavery* Database).

Table 5.2b – Enslaved Inhabitants/ Arcola 1850

NAME	GENDER	AGE	COLOR	LOCATION	SKILL/ROLE	BIO
ALBERT SIMS	M	58	B	Quarters for the Enslaved/ 1850 side	Carpenter	Mostly retired. Aging. Frail. Works his trade when he can.
THOMAS SIMS	M	38	B	Quarters for the Enslaved/ 1850 side	Driver/ Blacksmith	Leader of enslaved community at Arcola.
MARTHA NEWMAN	F	34	B	Quarters for the Enslaved/ 1850 side	Cook	Works in plantation house. Skilled at hearth and stove cooking. Funnels what food she can to enslaved community onsite. Came to Arcola a year ago from another Lewis family property just after son was born. Raising Ada, late sister's child.

⁶ John C. Kelly, Sr. *The Newman Family/From Northern Neck to Newmantown and Beyond*. Privately published, 2012.

⁷ *Ibid*. Newman family members were enslaved by Charles Lewis at his property adjacent to Arcola. Some of their descendants are members of the Friends of Arcola Quarters for the Enslaved..

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PENELOPE	F	15	B	Quarters for the Enslaved/ 1850 side	House Servant	Young house servant. Helps Martha when needed. Cares for Charles. Grew up at Arcola. Parents gone.
CHARLES	M	1	B	Quarters for the Enslaved/ 1850 side	Infant	Infant son of Martha. Cared for by Penelope.
ADA NEWMAN	F	7	B	Quarters for the Enslaved/ 1850 side	Simple Chores	Martha's niece. Helps Penelope with Charles.
JULIA TURNER	F	50	B	Outlying Quarters	Enslaved Child Care	Cares for Hallie, Grace & Harry. Supervises chores. Helps Bessie when needed.
WILLIAM HENDERSON	M	40	B	Outlying Quarters	Farmer	Works under overseer to manage agricultural operation. Training Samuel in livestock care.
BESSIE SIMS	F	38	B	Outlying Quarters	Weaver/ Spinner	Produces textiles / clothing for Arcola enslaved community. Possible wife/partner for William.
JOHN TURNER	M	20	B	Outlying Quarters	Wagoneer	Operates farm wagons and carriage. Maintains vehicles. Ploughman.
SAMUEL	M	17	B	Outlying Quarters	Field Hand/ Groom	Works with William and others in farming operation. Training to be a groom.
MARY SIMS	F	10	B	Outlying Quarters	Field Hand	Works with William and others in farming operation. Helps Julia with childcare.
HALLIE	F	7	B	Outlying Quarters	Simple Chores	Sister to Grace. Parents in Kentucky with Lewis Family members.
GRACE	F	5	B	Outlying Quarters	Simple Chores	Sister to Hallie. Parents in Kentucky with Lewis Family members.
HARRY	M	7	B	Outlying Quarters	Simple Chores	Parents sold South by previous owner. On his own.

5.3 Enslaved Material Culture/Resource Materials⁸

5.3.1 Probate Inventories

The primary source of information used by curators in furnishing historic buildings is the probate inventory. Compiled after a person's death, probate inventories are lists of a deceased individual's assets that are prepared to assist the probate court in the settlement of the deceased's estate. Like many other locations, probate inventories in Loudoun County from the eighteenth-century through the mid-nineteenth century were similar and usually included only moveable property, i.e., furniture, clothing, cooking equipment, dining equipment, and other items. Real property, such as houses or outbuildings, or storage furniture physically attached to real property (shelves, dressers, cupboards), was usually not included in the inventory.

Enslaved people were considered moveable property and thus were included in probate inventory listings. The portions of these inventories related to areas occupied by the enslaved, whether urban or rural, usually included only the equipment used to work the property (tools and agricultural or trade equipment), or other property of the deceased, but never the clothing, food, ceramics, blankets, and other personal goods the enslaved already had. The inventories would seem to indicate that enslavers provided a bare minimum for their enslaved workers and that, indeed, the enslaved lived in the most meager of circumstances with the most basic of provisions. Consequently, these few objects could be exhibited to reflect the material lives of the enslaved. A more thorough analysis of the probate inventories reveals that the tools and equipment that would have been used by enslaved workers and that were necessary for the household's operation were listed, but that none of the personal goods known from other sources to have been at quarters for the enslaved appeared in these inventories in the necessary quantities.

This absence strongly suggests that even though enslaved people in Virginia were legally the property of their owners and technically could not own property themselves, for all practical purposes 1) both Blacks and whites considered personal goods to belong to the enslaved and therefore these items were not subject to inventory, or 2) white owners felt these items were of no value to themselves once given to their enslaved workers, considering these things "beneath

⁸ A much-expanded discussion of these source materials in reference to eighteenth-century Virginia can be found in Martha B. Katz-Hyman, "In the Middle of This Poverty Some Cups and a Teapot:" The Material Culture of Slavery in Eighteenth-century Virginia and the Furnishing of Slave Quarters at Colonial Williamsburg," in *The American Home: Material Culture, Domestic Space, and Family Life*, ed. by Eleanor McD. Thompson (Winterthur, DE : Henry Francis du Pont Winterthur Museum ; Hanover, NH : Distributed by University Press of New England, 1998), 197-216.

notice" and therefore did not include them in probate inventories, or 3) personal items were included in the value listed for the enslaved individual.⁹ Therefore, while probate inventories are good for determining the types and quantities of goods used by the deceased during his or her lifetime, they are not reliable as the primary guides for furnishing spaces with *personal* goods of the enslaved.

5.3.2 Runaway Slave Advertisements

For Loudoun County, runaway slave advertisements constitute one of the best sources for information about the enslaved and the clothing they wore. Most advertisements detail the date and place of escape, describe the enslaved's physical appearance and clothing worn at the time of the escape, list any skills this individual had, and specify any items the escaped person might have taken. A probable destination (if known), and the reward offered for the enslaved person's return are also included. It is apparent from a close reading of these advertisements that enslaved people wore a variety of clothing, from a basic "uniform" typical of field hands, to the much more elaborate wardrobe worn by enslaved household workers and personal servants. Unfortunately, few of these advertisements list the skills that the enslaved individuals had, so, aside from what an inventory may include in the way of trade tools, figuring out what other personal items the enslaved might have owned is more speculative.

The *Genius of Liberty* was published in Leesburg from 1817-1843, during the time period that will be interpreted at the AQE. Throughout the years that the newspaper appeared, it published 217 advertisements that sought enslaved people who had fled their owners. Seventy-five of those advertisements include descriptions of the clothing worn by those who were able to run away, and transcriptions can be found in Appendix H. Some of these advertisements describe individuals who had been caught and were jailed in Leesburg; others describe individuals who had fled from places other than Loudoun County but were thought to be in the Loudoun area. All of them offer insights into how Loudoun's white residents viewed the enslaved, what was important to them in describing those who had run away, the kind of clothing that the enslaved wore, and the value they placed on their enslaved workers.

⁹The ancient Roman principle of the *peculium* helps to explain this concept of slaves holding property. According to this principle, which was understood and used as customary law by many eighteenth- and nineteenth-century enslavers, enslaved people were allowed to accumulate property but this property was subject to appropriation by the owner at any time. In practice, however, the appropriation of the goods may have happened infrequently, if ever. See Orlando Patterson, *Slavery and Social Death* (Cambridge: Harvard University Press, 1982), 182-186, for a full discussion of this idea. My thanks to the late Philip J. Schwarz, Professor Emeritus, Virginia Commonwealth University, who originally brought this concept to my attention.

In addition, the *Genius of Liberty* included advertisements that sought white indentured apprentices who had also run away. They were described in terms that very closely mimicked those that described enslaved men who fled their owners.¹⁰

A similar search for runaway advertisements for the period 1845-1855 was done in the *Alexandria Gazette*, which was published from 1834-1922. During those years, the newspaper published hundreds of advertisements for individuals—almost entirely men—who fled their owners. However, only 44 advertisements included a description of clothing worn by those who had run away.

5.3.3 Archaeological Recoveries

Archaeologically-recovered objects often enable curators and other material culture specialists to firmly tie objects to specific sites. These recovered objects in turn can guide furnishing and interpretation. There has been a great deal of archaeological research done on sites related to the enslaved in the past thirty years, most of it focused on the South and on plantation/rural-related sites, which has yielded important information about the lives of the enslaved people who resided there. Although there have been several Phase I and Phase II studies of areas near the Arcola Quarters for the Enslaved¹¹, no archaeological investigations have taken place at the AQE proper. It is likely that such investigations, especially around the foundation of the house and the AQE, would yield clues to the types of ceramics, metals, glass and other objects that were used on the property.

5.3.4 Account Books, Diaries, Letters

Account books, diaries and letters give perspectives on an individual's life and interactions with family, neighbors, business associates and the public. Whether it is an account of goods bought and sold, an observation on a specific purchase, or a note about the health of an enslaved person in a letter to a relative or friend, these kinds of informal records are invaluable in understanding the material world in which enslaved individuals lived. Unfortunately, as of the date of this plan, these kinds of records have not been located for any members of the Lewis family.

¹⁰ For example, *Genius of Liberty* (Leesburg, VA), July 1, 1823, p. 2, col. 2; *Genius of Liberty*, August 5, 1823, p. 3, col. 1; August 1, 1820, p. 4, col. 1. Issues of the *Genius of Liberty* can be searched at <https://virginiachronicle.com/> (Accessed January 23, 2022.) A search with the word “apprentice” shows 541 advertisements, many of which were published in multiple issues of the paper. Some of these advertisements are from tradespeople who sought to engage an apprentice. The same is true of the advertisements in the *Alexandria Gazette*.

¹¹ URS Corporation. *Phase I Archaeological Study of the Arcola Center Property, Loudoun County, Virginia*. Prepared for Buchanan Partners, April 2005; Cultural Resources, Inc. *Phase II and Phase III Archaeological Investigations at Site 44LD1433 on the Goupda Property, Loudoun County, Virginia*. Prepared for Buchanan Partners, June 2007.

However, records from stores that operated in Loudoun County in the first half of the nineteenth century do survive and though the available transcriptions do not show any household goods (ceramics, metals, glass, etc.) purchased for the use of enslaved people, they do indicate that enslaved workers often went to these stores to purchase goods on behalf of their owners.¹² A more detailed examination of these store ledgers would undoubtedly show transactions that the enslaved made in order to purchase merchandise for their own use.¹³

5.3.5 Enslaved Life in Virginia, 1825-1850, from Visual Sources

Overview

Visual sources for enslaved life in Virginia before the advent of photography around 1850 are scant. Few artists sought to, or were commissioned to, create portraits of or depict the lives of enslaved individuals. Those who did came from unique circumstances. This report presents seven visual sources from two artists, one from Northern and the other from Western Virginia. Their works are now in the collection of the Colonial Williamsburg Foundation.

Mary Anna Randolph Custis (1807-1873) created *Portrait of Enslaved Girl* in 1830, the year before her marriage to future Confederate General Robert E. Lee. She created this portrait at her family home, Arlington House, in Northern Virginia, now the site of Arlington National Cemetery. *Portrait of Enslaved Girl* is significant because it depicts clothing for enslaved children, work implements, and the African practice of carrying items on one's head.



Figure 5.3a. Mary Anna Randolph Custis (Lee)

<https://www.nps.gov/arho/learn/historyculture/mary-lee.htm> (Accessed June 2, 2020)



Figure 5.3b. Lewis Miller. Early Self Portrait, c. 1820. York County History Center, York, PA

¹² See Christopher C. Fennell, "Consuming Mosaics: Mass-Produced Goods and Contours of Choice in the Upper Potomac Region; Appendix B: Merchant Records: Sales of Housewares in the Region," (PhD diss., University of Virginia, 2003), for the list of 20 stores in the Upper Potomac and northern Shenandoah region in the period of 1750-1865 and his transcription of the transactions that involved housewares.

¹³ See section 5.4 for details on how the enslaved obtained their goods.

Lewis Miller (1796 –1882) was a Pennsylvania German folk artist, noted for his watercolors of historical and everyday events. He was born in York, Pennsylvania. A carpenter by trade, Miller kept several journals throughout his life that he filled with simple watercolors, richly embedded with text and captions chronicling life in the early and mid-19th century. Later in life, he frequently visited family in Christiansburg, Virginia (Montgomery County), drawing and capturing scenes and events for posterity.¹⁴

Some of these works depict enslaved persons. Seven, now in the collection of the Colonial Williamsburg Foundation, appear below as visual sources for this interpretive plan.¹⁵ They depict:

- clothing for enslaved adults;
- personal adornment;
- work implements;
- enslaved persons at work;
- an auction of the enslaved;
- enslaved persons sold South on the march; and
- entertainment and social life.

¹⁴ Based on [https://en.wikipedia.org/wiki/Lewis_Miller_\(folk_artist\)](https://en.wikipedia.org/wiki/Lewis_Miller_(folk_artist)) (Accessed February 14,2022.).

¹⁵ A licensing agreement with Colonial Williamsburg Foundation, for use of these images in this report, appears in Appendix I.

Visual Sources



Figure 5.3c

Mary Anna Randolph Custis

Portrait of Enslaved Girl

Watercolor, pencil, and ink on wove paper

Arlington, Virginia, 1830

Accession No. 2007-34,1

The Colonial Williamsburg Foundation, Museum Purchase



Figure 5.3d

Lewis Miller

"Slave Trader, Sold to Tennessee," from Sketchbook of Landscapes in the State of Virginia

Virginia, ca. 1853

Accession No. 1978.301.1

The Colonial Williamsburg Foundation, Gift of Dr. and Mrs. Richard M. Kain in memory of George Hay Kain



Figure 5.3e
Lewis Miller
"Miss Phillis and Child, and Bill, Sold at Publick Sale," from Sketchbook of Landscapes in the State of Virginia
Virginia, ca. 1853
Accession No. 1978.301.1
The Colonial Williamsburg Foundation, Gift of Dr. and Mrs. Richard M. Kain in memory of George Hay Kain



Figure 5.3f

Lewis Miller

"Represents our next door neighbor...," page 17, top, from Sketchbook of Landscapes in the State of Virginia

Virginia, ca. 1853

Accession No. 1978.301.1

The Colonial Williamsburg Foundation, Gift of Dr. and Mrs. Richard M. Kain in memory of George Hay Kain



Figure 5.3g
Lewis Miller
"The Party at Supper & Breakfast, Chapman Springs," from *Sketchbook of Landscapes in the State of Virginia*
Virginia, ca. 1853
Accession No. 1978.301.1
The Colonial Williamsburg Foundation, Gift of Dr. and Mrs. Richard M. Kain in memory of George Hay Kain



Figure 5.3h
Lewis Miller
"Timber for Shingles" from Sketchbook of Landscapes in the State of Virginia
Virginia, ca. 1853
Accession No. 1978.301.1
The Colonial Williamsburg Foundation, Gift of Dr. and Mrs. Richard M. Kain in memory of George Hay Kain



Figure 5.3i

Lewis Miller

"Lynchburg Negro Dance" from **Sketchbook of Landscapes in the State of Virginia**

Virginia, 185.3

Accession No. 1978.301.1

The Colonial Williamsburg Foundation, Gift of Dr. and Mrs. Richard M. Kain in memory of George Hay Kain

5.4 How Enslaved People Obtained Their Goods

Enslaved workers, whether urban or rural, artisans or field hands, obtained most of their possessions from their owners – indeed, most of the documentation associated with furnishings of the enslaved pertains to these items. Furthermore, the great attention that enslavers paid to procuring these goods and to ensuring that there were adequate amounts of them for their enslaved workers, leads to some generalizations as to how the enslavers regarded these items. In fact, there appears to have been an accepted minimum level of furnishings that enslavers supplied to their enslaved workforce and that the enslaved expected to receive.

An enormous amount of time, energy, and money was spent by most enslavers, especially those with rural plantations, to make sure that their enslaved workforce had proper clothing for each season and that this clothing was serviceable but obtained at the best price. Correspondence between George Washington and one of his plantation overseers went on for months about blankets, blanket prices, differences in materials, and which enslaved individual would get which type of blanket. He was only one of many enslavers who paid such close attention to keeping costs down. Yet once this clothing was given to an enslaved person, it disappeared from the enslaver's inventory of goods. Whatever clothing or blankets an enslaved person had at the time of the owner's death was not reflected in the probate inventories; once clothing or blankets were given to the enslaved, these items were no longer perceived as being the enslaver's property.

The same was true for food. Many probate inventories listed "corn for the Negroes," and many enslavers specified in instructions to overseers and managers that enslaved men, women and children were to be given particular types and quantities of food. In 1732, William Hugh Grove, an Englishman, visited Virginia and noted that "[the slaves] are allowed a peck of Indian Corn per Week...." Joseph Ball, an uncle of George Washington who owned a plantation in Lancaster County, Virginia, but lived in London, wrote to his nephew, Joseph Chinn, in Virginia in 1734, specifying that "[t]he old Ewes and Rams, before they are too old, must be kill'd, & given to the Negroes; and they at the Quarters must have part...." In 1767, Landon Carter, who lived in Richmond County, VA, wrote in his diary, "Note: we took out this day 16 Bushels of eared Corn from the M[angorike] Corn house to make the peoples' allowance." Even as late as 1842, in Cecil County, Maryland, the enslaved could expect to receive regular allotments of food: Martha Ogle Forman noted in her diary that "Mr. Nowland gave out the people's meat; he gave each a hog's head and made out the rest of the allowance with beef."¹⁶ Enslavers were concerned that their enslaved be adequately supplied – but, again, once they had distributed the food, they felt they had fulfilled their duty and what happened to the food itself was no longer their responsibility, so they ceased to regard it as their property. For example, in 1787 a member of Water Lick Baptist Church in Shenandoah County, Virginia, who was also enslaved, was accused of selling his owner's bacon; the enslaved man initially denied the charge but then stated that "what he sold was his own property given him by his master for his own private use [and] [t]hat he sold it in

¹⁶ William Hugh Grove, "Virginia in 1732: The Travel Journal of William Hugh Grove," ed. Gregory A. Stiverson and Patrick H. Butler, III, *The Virginia Magazine of History and Biography* 85, no. 1 (January 1977): 32; Joseph Ball to Joseph Chinn, February 18, 1743/4, "Letterbook 1750-1759," Library of Congress, Washington, DC; Colonial Williamsburg Microfilm M-21; Landon Carter, *The Diary of Colonel Landon Carter of Sabine Hall, 1752-1778*, ed. Jack P. Greene (Richmond: The Virginia Historical Society, 1987) 1:334; Martha Ogle Forman, *Plantation Life at Rose Hill: The Diaries of Martha Ogle Forman: 1814-1845*, ed. W. Emerson Wilson (Wilmington: The Historical Society of Delaware, 1976), 424.

pity to the buyer."¹⁷ All of these—clothing, blankets, and food—could be called “issues,” because they were issued by the enslaver to the enslaved.

That an enslaved man would say that the bacon was his own property would seem to indicate that enslavers understood the ancient Roman principle of the *peculium*, even if they did not call it that.¹⁸ Thomas Jefferson understood the principle and called it by its proper name: In a 1798 letter to his son-in-law, Thomas Mann Randolph, he thanked Randolph "for putting an end to the cultivation of tobacco as the *peculium* of the negroes. I have ever found it necessary to confine them to such articles as are not raised on the farm. There is no other way of drawing a line between what is theirs & mine."¹⁹ Jefferson thus acknowledged that his enslaved workers were able to grow certain crops and accumulate property (whether it be goods or money), but he also did not hesitate to assert his right to prevent their acquisition of goods when that acquisition threatened his own livelihood. But understanding the concept of the *peculium* underlines why the goods that the enslaved owned did not appear in their owners' probate inventories: they were indeed not considered the enslavers' property for purposes of probate.

Agricultural and trade tools were different. Enslavers supplied their enslaved workers with the tools necessary to do their jobs: plows, hoes, rakes, shovels; hammers, anvils, axes, saws, planes, and chisels; pots, andirons, pot hooks; spinning wheels and looms; livery and special footwear. These tools and special equipment, all of which can be called "supplies," were the property of the enslaver and remained on the enslaver's property, even if their users were sold to someone else. They are the items most likely to be found listed in probate inventories of enslavers as the property of the deceased's estate, and they are the items that were most often listed in advertisements as having been taken by Ben, an enslaved man who escaped, He "took with him sundry carpenters and coopers tools" when he fled Joshua Jones's York County, Virginia, plantation in March 1770.²⁰ They represented capital expenses, necessary for the smooth operation of the household and plantation and were the equivalent of today's tractor or combine – owned by the farmer and provided to the worker so that the job could be done quickly and efficiently. Overseers, whether enslaved or free, were responsible for these tools and held accountable for them, even if they were kept at the quarters for the enslaved rather than in a central location. Surviving agreements with overseers, and enslavers' journal entries, make it clear that there was a specific set of equipment that overseers and leaseholders expected

¹⁷ "Minutes of the Water Lick Baptist Church, Shenandoah County, June 16, 1787," quoted in Mechal Sobel, *The World They Made Together: Black and White Values in Eighteenth-Century Virginia* (Princeton: Princeton University Press, 1987), 190.

¹⁸ See page 5-8, above, for a fuller explanation of the *peculium*.

¹⁹ Thomas Jefferson to Thomas Mann Randolph, June 14, 1798, in Julian P Boyd et al, eds., *The Papers of Thomas Jefferson* (Princeton, 1950-), 30:410.

²⁰ *Virginia Gazette* (Purdie & Dixon), March 22, 1770, p. 3, col. 3.

plantation owners to provide for them. Probate inventories, store accounts, and lease agreements clearly list these tools. Enslavers kept track of this equipment and expected that it would remain on the property. If a piece of equipment were particularly valuable, the owner or overseer would closely monitor it. And if an enslaved person were sold, his clothing might go with him, but his tools would not. Most tellingly, when enslaved men and women ran away, their clothing was described as a means of identification, but when tools were taken by the runaway, the tools were listed with the intention of describing property that was stolen from the enslaver by the enslaved.

In brief, Virginia enslavers regarded "issues" as the personal property of the enslaved, even though private ownership by the enslaved was legally forbidden. Whether enslavers thought that these "issues" had any value to themselves is not known; what is known is that these items ceased to be regarded as the enslaver's property once they were given to an enslaved person. Hence, they were never listed as assets even in probate inventories. "Supplies," on the other hand, never became the property of the enslaved and thus never lost their value to the enslaver. They therefore can be found in probate inventories and in tax documents and lease agreements where even old and broken equipment is valued.

Although not well documented, some enslaved people received hand-me-down cooking utensils, furniture, and clothing from their owners. Joseph Ball instructed Joseph Chinn in 1749 to give "The Grey Coat Wastecoat & breeches, with brass buttons, and the hat to poor Will: The stuff shirt to Mingo... and Aron's Old Livery ... to Moses...."²¹ Although references to this practice are few, there is no doubt that this custom existed and was one way enslaved workers enlarged their store of clothing and other goods.

Enslaved people also picked up items discarded by whites, repaired them and put them to their own purposes. They obtained goods by theft, usually from their owners, a crime that occurred throughout the 250 years of enslaved life in this country and for which, if discovered, enslaved men and women were punished and sometimes legally prosecuted. That many enslavers and overseers kept a close eye on the tools and supplies used by their enslaved workers, scrutinized their return carefully, and kept them under lock and key suggests that stealing was a widespread problem. On the other hand, enslaved individuals understandably displayed little remorse over these appropriations, thinking perhaps that they had earned these items. In 1745, Jack, a enslaved man belonging to Margaret Arbuthnott in Hanover County, stole "a fine Damask Table-Cloth, 10 quarters square [about 90 inches square], 5 Yards and a Half of fine Scot Linen, 3 Yards and a Half of Scots 3 quarter Check, a white Holland Shirt, and a Silk Handkerchief."²² George Washington, in 1793, acknowledged the trade in stolen goods between the enslaved and poor whites when he

²¹ Joseph Ball to Joseph Chinn, "Letterbook," June 30, 1749.

²² *Virginia Gazette* (Parks), Williamsburg, October 3 to October 10, 1745, p. 3, col. 1.

tried to prevent his white former carpenter's daughter from going into business as he feared "her shop [would] be no more than a receptacle for stolen produce by the Negroes." He knew that without this source of cheap goods, poor whites "would be unable to live upon the miserable land they occupy."²³ Some goods were even stolen to aid in an escape: in 1771, Sam, an enslaved man belonging to Charles Yates of Fredericksburg, took with him when he fled the sloop "Tryal," "his Bedding, a new spotted Rug which he had stolen, and several Yards of mixed coloured Broadcloth, cut from a whole Piece that he had stolen, the remainder of which he distributed amongst the Sloop's Crew to bribe them to Secrecy."²⁴

Enslaved workers made things for themselves and bartered and sold these goods to each other, to their owners, to white neighbors, and on the open market. Especially on rural plantations, enslaved men and women had their own plots of land called "patches" and grew their own produce, and they also took advantage of nearby streams, rivers, and woodlands to catch fish and trap animals. Throughout the eighteenth and nineteenth centuries, enslaved men and women sold these food items to their enslavers and in the local markets. Francis Taylor, an Orange County, Virginia, planter wrote in his diary in May, 1795, that his "Negroes [were] planting for themselves," and he also purchased such items as carp, oysters, cabbages and potatoes for his own table from his slaves.²⁵ Joseph Ball, writing in 1744 to Joseph Chinn, recommended that Chinn "keep the keys of the folks' [meaning the enslaved worker'] Cornhouse or else they will sell it, and starve themselves." In 1759 an enslaved man named Jemmy ran away from Middletown, Pennsylvania, and his owner advertised that "he understands making of Corn Baskets, and it is supposed he will go about to sell them...."²⁶

In both rural and urban settings, opportunities existed for enslaved individuals to earn money when their specialized skill, such as midwifery or blacksmithing, was needed on another plantation or when an extra laborer was needed to harvest crops. These hiring arrangements were made between the enslaver and the individual who needed the laborer, with both parties agreeing

²³"From George Washington to William Pearce, 16 November 1794," *Founders Online*, National Archives, <https://founders.archives.gov/documents/Washington/05-17-02-0115>. (Accessed 2/14/2022.) [Original source: *The Papers of George Washington*, Presidential Series, vol. 17, 1 October 1794–31 March 1795, ed. David R. Hoth and Carol S. Ebel. Charlottesville: University of Virginia Press, 2013, pp. 165–168.] and "From George Washington to William Pearce, 23 December 1793," *Founders Online*, National Archives, <https://founders.archives.gov/documents/Washington/05-14-02-0377>. (Accessed 2/14/2022.) [Original source: *The Papers of George Washington*, Presidential Series, vol. 14, 1 September–31 December 1793, ed. David R. Hoth. Charlottesville: University of Virginia Press, 2008, pp. 606–616.]

²⁴ *Virginia Gazette* (Purdie & Dixon), Williamsburg, March 7, 1771, p. 3, col. 2.

²⁵Francis Taylor, "Diaries, 1786-1799," Accession 35049, Personal papers collection, The Library of Virginia, Richmond, Virginia," May 9, 1795, (Colonial Williamsburg Foundation Microfilm M-1759). Taylor's diaries have numerous examples of his purchasing foodstuffs from his enslaved workers for his own table.

²⁶ Joseph Ball to Joseph Chinn, "Letterbook," February 18, 1743/4; Billy G. Smith and Richard Wojtowicz, eds., *Blacks Who Stole Themselves: Advertisements for Runaways in the "Pennsylvania Gazette," 1728-1790* (Philadelphia: University of Pennsylvania Press, 1989), 46.

on the length of time the enslaved would be hired, the amount of money that the person hiring the worker would pay to his or her owner, and what the person hiring the enslaved would provide for their welfare, including food, clothing, shelter and medical care. But often, enslaved men and women were sent off to the plantations and homes of relatives and friends of their owners, without any formal agreement but with payment for the labor expected. In 1766, Landon Carter charged his son, John, for the hiring of Landon's enslaved worker, Jammy, to do some brick work. William Allason hired the enslaved woodworkers of several of his customers in 1772 and 1773 to do carpentry. And in 1786, Robert Carter of Nomini Hall wrote to his neighbor, William Benjamin, asking to send his ill enslaved, Guy, to Benjamin's house to be under the care of Benjamin's enslaved man, David, who was skilled in medical matters. Martha Ogle Forman noted in 1816 that her husband "hired our Black Man Henry Allen to Thomas Stephens for \$60 a year."²⁷

Some enslaved men and women had much greater autonomy in this regard than others. In 1760, Andrew Burnaby, travelling through the Northern Neck of Virginia, met an enslaved man whose enslaver had "kindly given him a small piece of ground, and the profits of the ferry [over either the Acquia, Quantico or Occoquan Rivers], which were indeed very inconsiderable, for his maintenance ..."²⁸ In cities, enslaved men and women had even greater opportunities to earn money for themselves via a "hiring out" system that allowed them to make their own arrangements for hire whereby they negotiated their own agreements, paid their owners part of the money they received and kept the rest for themselves, and decided for themselves their own living arrangements. Charleston's hiring-out system was the most sophisticated and regulated, with enslavers required to purchase badges each year that were then worn by the enslaved men and women who were hired out. It was a system that many white workers opposed because it drove their own wages down, but their protests never resulted in any permanent changes because the hiring out system was so beneficial for everyone involved: the enslavers, those who needed the additional labor, and the enslaved themselves.

Enslaved men and women also received tips for doing extra work for their owners or doing work for others. In 1768, in a letter to his cousin John Hatley Norton in Virginia, John Frere of London asked Norton to send any plant or animal fossils that might be found in the area. Frere wrote "if such Things are to be found, the Negroes I suppose for a small Gratuity wou'd bring them to

²⁷Carter, *Diary*, 1:295, 296; Allason Papers, Falmouth Store, "Daybook," Feb. 4, 1772-June 10, 1773. (Colonial Williamsburg Foundation Microfilm M-1144-3); Robert Carter to William Benjamin, King George County, Virginia, July 31, 1786, "Robert Carter Letter Book," from the files of Harold Gill, Division of Historic Trades, Colonial Williamsburg Foundation, Williamsburg, VA; Forman, *Plantation Life*, 18.

²⁸ Andrew Burnaby, *Travels Through the Middle Settlements in North-America in the Years 1759 and 1760*, 3d. ed. [New York (1798), 1804]; reprint, New York: Augustus M. Kelley, 1970), 66-67 (page references are to reprint edition).

you.” In nineteenth century, Upson County, Georgia, enslaved midwives earned up to three dollars per delivery, and enslaved men made and sold charcoal.²⁹

Enslaved men and women used the money they acquired in a variety of ways. Many immediately purchased goods of all types, ranging from fabrics and ribbons to tools, liquor, and food. Others saved that money over many years, hoping to buy their own freedom or that of family members. These varied purchases are well documented in surviving store account books; in both Maryland and Virginia; for instance, these records often appear as credit accounts in the enslaved person’s own name. In 1737, "Negro Jack" bought fabric, scissors, thread, hose, and penknives from Thomas Partridge. "Negroe John Belonging to Madam Thorn" bought a looking glass and a linen handkerchief from William Allason in 1761. Another "Negro Jack," who had made furniture and other wooden articles for Glassford & Co., bought a wide range of goods, from rum and fabric to a wine glass and a plane iron between 1760 and 1769 on credit, and in February 1774, Bedford County, Virginia, Richard Stith's enslaved woman, Sukey, was able to purchase a mirror and some ribbon with money she received for selling "cotton in [th]e seed" to store owner John Hook. In mid-nineteenth century Thomaston, Georgia, merchant William Cobb recorded transactions with 80 people who could be identified as enslaved men and women. They purchased tobacco, fabric of all kinds, shoes, padlocks, handkerchiefs and even a Barlow knife, all on credit. These goods were the same types of things bought by whites and free Blacks.³⁰

5.5 Furnishing the Arcola Quarters for the Enslaved

The furnishing of the Arcola Quarters for the Enslaved is intended to help visitors understand the material surroundings in which the enslaved African American residents lived. In addition, these furnishings will help interpreters by providing them with surroundings in which they can better present the stories of those who were bound by law to the Lewis Farm and to the Lewis family. Each set of furnishings is specific to the time period of the space: 1830 (the west side of the building) and 1850 (the east side of the building). Each side of the building has a specific

²⁹ John Norton & Sons, *John Norton & Sons: Merchants of London and Virginia; Being the Papers from their Counting House for the Years 1750 to 1795*, ed. Frances Norton Mason (Richmond: The Dietz Press, 1937), 43-44; David E. Paterson, "Slavery, Slaves, and Cash in a Georgia Village, 1825–1865," *The Journal of Southern History* 75, no. 4 (2009): 887, 888-889.

³⁰ Thomas Partridge, "Ledger, 1735-1740," November-December 1737 and January [1738], f. 43, Southern Historical Collection (Frederick Hall Plantation Books, Louisa County, Virginia), University of North Carolina Library, Chapel Hill. (Colonial Williamsburg Foundation Microfilm M-24-4); Allason Papers, Falmouth Store, "Ledger B, October 1761 - September 1762," November 8, 1761, f. 37 (Colonial Williamsburg Foundation Microfilm M-1144-6). It is interesting to note that on the same day, "Negroe John" was credited the same amount of his purchases (12/-) for two bedsteads at 6/- each; Glassford & Co. Papers, Colchester Store, "Ledger H, 1767," October 1767-June 28, 1768, f. 103 (Colonial Williamsburg Microfilm M-1442-10); Ann Smart Martin, *Buying Into the World of Goods: Early Consumers in Backcountry Virginia* (Baltimore: Johns Hopkins University Press, 2008), 173; Paterson, "Slavery, Slaves, and Cash in a Georgia Village, 1825–1865," 918.

backstory, with individuals identified by name, age and role. (See Tables 5.2a and 5.2b.) These backstories will be developed in interpretive program plans.

Because the quarters for the enslaved building will not have modern climate control, all furnishings in the building should be reproductions so that they can be replaced when necessary. Finding appropriate reproductions can be very difficult. There is no one vendor who can supply everything necessary to furnish these spaces; almost everything must be made to order by skilled individuals. In most cases, there are only a handful of vendors who can do the work to the standards that are necessary. All stated prices for furnishings are correct as of June 2020 and are subject to change at any time, as is availability of all items.

Section 5.5.1 includes descriptions, images and prices for items of furnishing for the 1830 side of the Quarters for the Enslaved. Section 5.5.2 does the same for the 1850 side. This information is presented in a series of tables, each divided into eight categories (See Table 5.5a), that depict the objects necessary to make the spaces look believable. Appendix M (1830 Furnishing Plan/ Image Source List) and Appendix N (1850 Furnishing Plan/Image Source List) identifies the sources for the object images found in the tables.

Table 5.5a – AQE Furnishings Categories

Furnishings Categories
○ Household Textiles
○ Furniture
○ Tools
○ Cooking Equipment
○ Cooperage & Household Baskets
○ Eating Utensils
○ Ceramics
○ Miscellaneous

Costs for each item came directly from potential suppliers or were updated from the information from previous projects by using the inflation calculator found on the United States Bureau of Labor Statistics website <https://data.bls.gov/cgi-bin/cpicalc.pl> (Accessed February 14, 2022.). Compiled costs for each interpretive side can be found in Section 6.5. A list of potential suppliers and their contact information can be found in Appendix O (Reproduction Suppliers List/ AQE Furnishings Plan).

Sources/makers for historic house furnishings are often sole proprietors or very small businesses, with very specific skill sets and abilities. Many of them operate for only a short period of time.

This means that those who are available to make these furnishings now may not be in business when acquisition of furnishings for the Quarters for the Enslaved begins. A source noted as "TBD" means that, when the acquisition of furnishings begins, experienced makers of these items must be located.

5.5.1 Furnishing the 1830 Side




The 1830 side of AQE has two levels, a kitchen on the lower level and a living area on the upper level. Items shaded in blue and marked "kitchen" are intended for display on the lower level. Furniture and ceramic styles reflect products available in the 1830s. The tools, kitchen equipment and farming equipment used on Virginia farms are not. Tools that had been purchased or made two decades previously were still in service. Enslaved craftsmen trained a decade or more before continued traditions whose roots were even older.

Enslavers did not provide everything used by the men, women and children who labored for them. This led the enslaved to make much of what was lacking. Many accumulated enough money by selling these items to purchase other wanted items.

Tables 5.5 b-i that follow illustrate the items recommended for furnishing the 1830 side of AQE.

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Table 5.5b – Textiles/ 1830 Side

ID #	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-1	Blankets (used preferred; new if necessary)		Used: Natalie Larson New: Family Heirloom Weavers	8	Used: \$30-\$75 New: \$115	Used : \$240-\$600 New : \$920
27-2	Pallets		Natalie Larson	5	\$250	\$1250
27-3	Handwoven Blanket		The Burroughs Garrett	1	\$1730	\$1730
					Furnishings Low Estimate	\$3240
					Furnishings High Estimate	\$3920

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Table 5.5c– Furniture/ 1830 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-4	Table (Kitchen)		TBD	1	\$1500	\$1500
27-5	Bedstead		TBD	1	\$1500	\$1500
27-6	Stools (Kitchen)		TBD	2	\$200	\$400
27-7	Bench		TBD	1	\$400	\$400
27-8	Six -board Chest		TBD	1	\$300	\$300
					Furniture Estimate	\$4100

Table 5.5d– Tools/ 1830 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-9	Andirons, Pair		Pine Tree Forge	1 pr.	\$500-\$650 (Depends on style)	Low: \$500 High: \$650
27-10	Broad Hoe		Pine Tree Forge	2	\$300	\$600
27-11	Broom		TBD	1	\$75	\$75
27-12	Draw Knife		Pine Tree Forge	1	\$200	\$200
27-13	Fire Shovel		Pine Tree Forge	2	\$225	\$450

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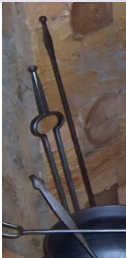

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-14	Fire Tongs		Pine Tree Forge	1	\$400	\$400
27-15	Gourd Dipper		TBD	1	\$65	\$65
27-16	Grain Sacks & 2 yds linen 60" wide for grain sacks		TBD	2	\$96	\$192
27-17	Grubbing Hoe		Pine Tree Forge	2	\$275	\$550
27-18	Hammer, Claw		Pine Tree Forge	1	\$175	\$175
27-19	Saw		Pine Tree Forge	1	\$300	\$300
27-20	Sickle and/ or Scythe with		TBD	1	Scythe: \$900 Sickle; \$300	Low: \$300 High: \$900

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
	Snath (Scythe Handle)		TBD		TBD	
27-21	Shovel		Pine Tree Forge	1	\$250	\$250
27-22	Tinder box		Carl Giordano	1	\$35	\$35
27-23	Turnscrew (screwdriver)		Pine Tree Forge	1	\$75	\$75
27-24	Wooden hominy mortar & pestle (Kitchen)		TBD	1	\$375	\$375
					Tools Low Estimate	\$4542
					Tools High Estimate	\$5292

Arcola Quarters for the Enslaved
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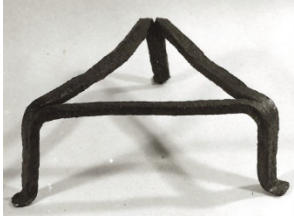


Table 5.5e– Cooking Equipment – 1830 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-25	Andirons, pair (Kitchen)		Pine Tree Forge	1	\$500-\$650 (depends on style)	Low: \$500 High: \$650
27-26	Broom, hickory (Kitchen)		TBD	1	\$75	\$75
27-27	Chain trammel (Kitchen)		Pine Tree Forge	1	\$250	\$250
27-28	Cooking spoon (Kitchen)		Pine Tree Forge	2	\$100	\$200
27-29	Fire Tongs (Kitchen)		Pine Tree Forge	1	\$400	\$400
27-30	Flesh fork (Kitchen)		Pine Tree Forge	1	\$85	\$85

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-31	Iron pot 12" (Kitchen)		TBD	1	\$160	\$160
27-32	Iron pot 9" (Kitchen)		TBD	1	\$100	\$100
27-33	Cooking knife, Green River, 7" butcher (not including handle) (Kitchen)		Jantz Supply (RH 0127)	1	\$13	\$13
27-34	Cooking knife, Green River, 6" boning (not including handle) (Kitchen)		Jantz Supply (RH 2317)	1	\$12	\$12
27-35	Knife handles (Kitchen)		TBD	2	\$40	\$80
27-36	Kettle, Copper; Size of kettle depends on size of the fire box in the kitchen. (Kitchen)		Bucyrus Copper Kettle Ltd.	1	\$505 (15 gal.) \$685 (20 gal.)	Low: \$505 High: \$685

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-37	Ladle (Kitchen)		Pine Tree Forge	1	\$125	\$125
27-38	Tinder Box (Kitchen)		Carl Giordano	1	\$35	\$35
27-39	Trivet (Kitchen)		Pine Tree Forge	3	\$125	\$375
27-40	Wooden bowl, 3-8" & 1-10" (Kitchen)		Holland Bowl Mill (Etsy Shop for Unfinished Bowls)	4	10" red oak unfinished bowl (\$50) 9" walnut bowl (\$33 ea.)	\$150
27-41	Wooden Spoons (Kitchen)		Allegheny Treenware	4 (various sizes)	\$15	\$60
					Cooking Equipment Low Estimate	\$3325
					Cooking Equipment High Estimate	\$3655

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Table 5.5f – Cooperage & Household Baskets – 1830 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-42	Bucket, 2-gal oak (Kitchen)		Jamestown Cooperage	2	Iron-bound \$150; sapling-bound, \$185	Low: \$300 High: \$370
27-43	Piggin, 1 gal white oak (Kitchen)		Jamestown Cooperage	2	Iron-bound \$150; sapling-bound, \$185	Low: \$300 High: \$370
27-44	Dish Tub (Kitchen)		Jamestown Cooperage	2	Iron-bound \$300; sapling-bound, \$350	Low: \$600 High: \$700
27-45	Laundry Washtub/ Meat Firkin (Kitchen)		Jamestown Cooperage	3	Iron-bound \$450; sapling-bound, \$500	Low: \$1350 High: \$1500
27-46	Grain barrel, 5 bushel White oak (Kitchen)		Jamestown Cooperage	2	Iron-bound \$750; sapling-bound, \$850	Low: \$1500 High: \$1700

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-47	Flour barrel (196 lbs. white oak)		Jamestown Cooperage	2	Iron-bound \$550; sapling- bound, \$650	Low: \$1100 High: \$1300
27-48	Firkin, 9 gal, white oak (Kitchen)		Jamestown Cooperage	3	Iron-bound \$400; sapling- bound, \$475	Low: \$1200 High: \$1425
27-49	Butter Churn (Kitchen)		Jamestown Cooperage	1	\$350	\$350
27-50	Laundry basket, oval (Kitchen)		Terry Thon	1	\$150	\$150
51	Chicken basket (Kitchen)		Terry Thon	1	\$300	\$300

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-52	Small basket (Kitchen)		Terry Thon	2	\$75-\$100	Low: \$150 High: \$200
27-53	Bushel Basket (Kitchen)		Terry Thon	3	\$150	\$450
27-54	Rectangular Basket (Kitchen)		Terry Thon	1	\$200	\$200
					Cooperage/ Baskets Low Estimate	\$7950
					Cooperage/ Baskets High Estimate	\$9015

Arcola Quarters for the Enslaved
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Table 5.5g – Eating Utensils (Non- ceramic)/ 1830 Side



ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-55	Wood plates		TBD	2	\$50	\$100
27-56	Tin Mug		Carl Giordano	2	\$20	\$40
27-57	Pewter spoon		G. Gedney Godwin	4	\$17	\$68
27-58	Eating fork & knife, horn handles		Townsend	2 pairs	\$32	\$64
					Eating Utensils Estimate	\$272

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Table 5.5h– Ceramics / 1830 Side



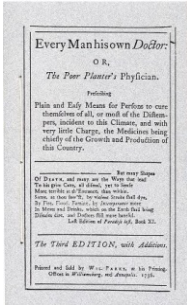

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-59	Mug/ Tankard, mochaware		SJ Pottery	2	\$30	\$60
27-60	Bowl, 7” redware		Westmoore Pottery (#775 Plain Redware Bowl)	2	\$26	\$52
27-61	Steep pan, redware (Kitchen)		Westmoore Pottery (#55c Large Redware Steep Pan)	2	\$39	\$78
27-62	Bowl, 12” redware (Kitchen)		Westmoore Pottery (#57e Plain Redware Bowl)	2	\$78	\$156
27-63	Large redware open crock, glazed interior (Kitchen)		Westmoore Pottery (#643c Crock, smaller version)	2	\$150	\$300

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-64	Butter tub (Kitchen)		Westmoore Pottery (#239 Butter Tub)	2	\$40	\$80
27-65	Chamber pot, redware		TBD	1	\$375	\$375
					Ceramics Estimate	\$1101

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Table 5.5i– Miscellaneous / 1830 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-66	Clay Pipe		Townsend's	1	\$15	\$15
27-67	Marbles, Clay in pouch		TBD	1	\$9	\$9
27-68	Playing Cards		Colonial Williamsburg	1	\$13	\$13
27-69	Book, <i>Every Man His Own Doctor</i>		Nova Anglia	1	\$8	\$8
27-70	Slate & Slate Pencil		Townsend's	1	\$12	\$12

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
27-71	Musical bones, poplar wood preferred		Whamdiddle	1 set	\$20	\$20
27-72	Jaw Harp		Townsend's	1	\$11	\$11
73	Faux (fake) food (Kitchen)		From Common Hands/Paul McClintock	TDB	\$200	\$200
					Miscellaneous Estimate	\$288




5.5.2 Furnishing the 1850 Side

The 1850 side consists of a single living area.

As in the 1830s, by 1850 Virginia enslavers continued to supply their enslaved workers with the food and housing that was part of what both enslavers and the enslaved expected. What furniture there was in a quarters for the enslaved was basic. Cooking equipment in the quarter still reflected the hearth cooking common throughout the state, even if the plantation house had a stove. Enslaved men and women still had access to store-bought goods, and though teaching the enslaved to read and write was now illegal, there were instances in which there were one or two literate men or women among the quarters for the enslaved population.

Tables 5.5 j-q that follow illustrate the items recommended for furnishing the 1850 side of AQE.

Table 5.5j – Textiles/ 1850 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-1	Blankets (used if possible; new if necessary)	 	Used: Natalie Larson New: Family Heirloom Weavers	8	Used \$30-\$75 each. New \$115 each	Used : \$240-\$600 New : \$920
50-2	Pallets (Rough linen pallet filled with fabric scraps or noodles)		Natalie Larson	5	\$250	\$1250

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50-3	Pillow (low stuffing, ticking)		Natalie Larson	1	\$60	\$60
50-4	Pillow Case		Natalie Larson	1	\$40	\$40
50-5	Sheet (Oznaburg/ linen)		Natalie Larson	1	\$100	\$100
50-6	Strip Quilt (machine pieced, tied, with wool backing, scrap fabric)		Natalie Larson	1	\$600	\$600
					Textiles Low Estimate	\$2290
					Textiles High Estimate	\$2970

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Table 5.5k– Furniture/ 1850 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-7	Table		TBD	1	\$1500	\$1500
50-8	Bedstead		TBD	1	\$1500	\$1500
50-9	Stools		TBD	2	\$200	\$400
50-10	Bench		TBD	2	\$400	\$800
50-11	Chair, Windsor		TBD	2	\$350	\$700

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-12	Six-board Chest		TBD	1	\$300	\$300
					Furniture Estimate	\$5200

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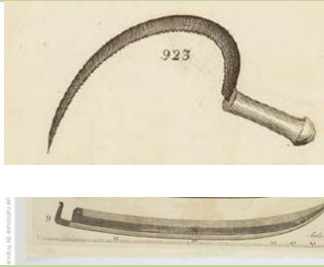
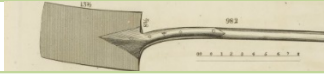

Table 5.5I – Tools/ 1850 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-13	Andirons, Pair		Pine Tree Forge	1	\$500 – \$650	Low: \$500 High: \$650
50-14	Broad Hoe		Pine Tree Forge	2	\$300	\$600
50-15	Broom, Hickory		TBD	1	\$75	\$75
50-16	Draw Knife		Pine Tree Forge	1	\$200	\$200
50-17	Fire Shovel		Pine Tree Forge	2	\$225	\$450

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-18	Fire Tongs		Pine Tree Forge	2	\$400	\$800
50-19	Frying Pan		TBD	1	\$200	\$200
50-20	Grain Sacks & 2 yds linen to make them		TBD	2	\$96	\$192
50-21	Grubbing Hoe		Pine Tree Forge	2	\$275	\$550
50-22	Hammer, Claw		Pine Tree Forge	1	\$175	\$175
50-23	Tin Chamberstick		Carl Giordano	1	\$40	\$40
50-24	Saw		Pine Tree Forge	1	\$300	\$300

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-25	Scythe and/or Sickle		TBD	1	Scythe: \$900; Sickle: \$300	Low:\$300 High: \$1200
50-26	Shovel		Pine Tree Forge	1	\$250	\$250
50-27	Turnscrew (Screwdriver)		Pine Tree Forge	1	\$75	\$75
					Tools Low Estimate	\$4707
					Tools High Estimate	\$5757

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Table 5.5m– Cooking Equipment/ 1850 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-28	Andirons, pair		Pine Tree Forge	1 pair	\$500-\$650	Low: \$500 High \$650
50-29	Cast Iron Pot 12"		TBD	1	\$200	\$200
50-30	Cast Iron Pot 9"		TBD	1	\$150	\$150
50-31	Chain Trammel		Pine Tree Forge	1	\$250	\$250
50-32	Cooking knife, Green River, 7" butcher (not including handle)		Jantz Supply	1	\$13	\$13
50-33	Cooking knife, Green River, 6" boning (not including handle)		Jantz Supply	1	\$12	\$12
50-34	Knife Handles		TBD	2	\$40	\$80

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-35	Kettle Copper, 15 or 20 gal. (Choice depends on size of the fire box.)		Bucyrus Copper Kettle, Ltd.	1	\$505-\$685	Low: \$505 High: \$685
50-36	Ladle		Pine Tree Forge	1	\$125	\$125
50-37	Reflector Oven		Carl Giordano	1	\$475	\$475
50-38	Cooking Spoon		Pine Tree Forge	2	\$100	\$200
50-39	Flesh Fork		Pine Tree Forge	1	\$85	\$85
50-40	Gourd Dipper		TBD	1	\$65	\$65
50-41	Tin Chamberstick		Carl Giordano	1	\$40	\$40

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-42	Trivet		Pine Tree Forge	3	\$125	\$375
50-43	Wooden Bowls (3 8" & 1 10")		Holland Bowl Mill (Etsy Shop for Unfinished Bowls)	4	10" Red Oak Unfinished Bowl: \$50; 9" Walnut Bowl: \$33	\$150
50-44	Wooden hominy mortar & pestle		TBD	4	\$400	\$400
50-45	Wooden Spoon		Allegheny Treenware	4 (various sizes)	\$15	\$60
					Cooking Equipment Low Estimate	\$3585

Table 5.5n—Cooperage & Household Baskets/ 1850 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-46	Bucket, 2 gal oak		Jamestown Cooperage	2	Iron-bound \$150; sapling-bound, \$185	Low: \$300 High: \$370
50-47	Piggin, 1 gal		Jamestown Cooperage	2	Iron-bound \$150; sapling-bound, \$185	Low: \$300 High: \$370
50-48	Dish Tub		Jamestown Cooperage	2	Iron-bound \$300; sapling-bound \$350	Low: \$600 High: \$700
50-49	Laundry Washtub/ Meat Firkin		Jamestown Cooperage	3	Iron-bound \$450; sapling-bound, \$500	Low: \$1350 High: \$1500
50-50	Grain barrel, 5 bushel, white oak		Jamestown Cooperage	2	Iron-bound \$750; sapling-bound, \$850	Low: \$1350 High: \$1500

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-51	Flour barrel, 196 lbs., white oak		Jamestown Cooperage	2	Iron-bound \$550; sapling-bound, \$650	Low: \$1150 High: \$1300
50-52	Firkin, 9 gal white oak		Jamestown Cooperage	3	Iron-bound \$400; sapling-bound \$475	Low: \$1200 High: \$1425
50-53	Butter Churn		Jamestown Cooperage	1	\$350	\$350
50-54	Laundry Basket, Oval		Terry Thon		\$150	\$150
50-55	Eel/ Fish Trap Basket		Terry Thon	1	\$200	\$200

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-56	Small Basket		Terry Thon	2	\$75- \$100	Low: \$150 High: \$200
50-57	Bushel Basket		Terry Thon	3	\$150	\$450
50-58	Rectangular Basket		Terry Thon	1	\$200	\$200
					Cooperage/ Baskets Equipment Low Estimate	\$7750
					Cooperage/ Baskets Equipment High Estimate	\$8715

Table 50–Eating Utensils (Not Ceramic)/ 1850 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-59	Tin Mug		Carl Giordano	5	\$20	\$100
50-60	Spoon		Samson Historical	4	\$5	\$20
50-61	Eating Knife & Fork, bone handles		Townsend's	2 sets	\$30	\$60
					Eating Utensils (non-ceramic) Estimate	\$280

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Table 5p–Ceramics/ 1850 Side






ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-62	Plate		Replacements. Ltd.	2	\$50	\$100
50-63	Mug/ Tankard		TBD	2	\$50	\$100
50-64	Bowl, 7" redware		Westmoore Pottery (#775 Plain Redware Bowl)	2	\$26	\$52
50-65	Bowl, 12" redware		Westmoore Pottery (#57 e Plain Redware Bowl)	2	\$78	\$156
50-66	Large redware open crock, glazed interior		Westmoore Pottery (#643c Crock, smaller version)	2	150	\$300

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ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-67	Chamber pot		TBD	1	\$375	\$375
50-68	Butter Pot		TBD	1	\$250	\$250
					Ceramics Estimate	\$1233

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Table 5.5q–Miscellaneous/ 1850 Side

ID#	OBJECT	IMAGE	SUPPLIER	#	COST PER UNIT	TOTAL COST
50-69	Clay Pipe		Townsend's	1	\$15	\$15
50-70	Playing Cards		playingcarddecks.com	1	\$8	\$8
50-71	Newspaper		TBD	1	\$25	\$25
50-72	Dice		Townsend's	2	\$5	\$10
50-73	Fiddle		TBD	1	\$1000	\$1000

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50-74	Faux (fake) Food		From Common Hands/Paul McClintock	TBD	\$200	\$200
50-75	Doll		TBD	1	\$75	\$75
					Miscellaneous Estimate	\$1333

5.6 Clothing the Enslaved at AQE

Integrating historical clothing of the enslaved into the interpretation of the Arcola Quarters for the enslaved at Lewis Farm will help visitors understand what the enslaved African American residents wore during their daily lives. These articles of clothing will help interpreters as they present the stories of those who were bound by law to the Lewis Farm and to the Lewis family. Each piece of clothing is specific to the time period of the space: 1830 (the west side of the building) and 1850 (the east side of the building).

In Section 5.1, this report proposes a backstory in which eleven representative enslaved figures reside in the AQE, five on the 1830 side and six on the 1850 side. However, given the small interior spaces within the Quarters for the Enslaved, and the need to allow room for visitors to experience these interiors, there is not enough space available to show clothing for all eleven residents. This IMP suggests that clothing for six of the enslaved (three on each side) be reproduced and installed in the AQE.

Because the Quarters for the Enslaved building will not have modern climate control, all clothing items in the building should be reproductions so that they can be replaced when necessary. Finding appropriate reproductions can be very difficult. There is no one vendor who can supply everything necessary to these representative enslaved individuals; almost everything must be made to order by skilled individuals. In most cases, there are only a handful of vendors who can do the work to the standards that are necessary. All stated prices for clothing are correct as of June 2020 and are subject to change at any time, as is availability of all items.

Section 5.6.1 includes descriptions, images, and prices for items of clothing, shoes, and accessories for the three enslaved on the 1830 side of the Quarters for the Enslaved. Section 5.6.2 does the same for the 1850 side. This information is presented in a series of six profiles (one for each of the enslaved to be clothed). Enslaved clothing followed current styles, though in less-expensive fabric, in both 1830 and 1850.

Costs for each item came directly from potential suppliers or were updated from the information from previous projects by using the inflation calculator found on the United States Bureau of Labor Statistics website (Accessed June 2, 2020, <https://data.bls.gov/cgi-bin/cpicalc.pl>). Compiled costs for each interpretive side can be found in Section 6.6. A list of potential suppliers and their contact information can be found in Appendix P (Reproduction Suppliers List/ Historical Clothing).

Terms and definitions for fabrics current in 1830 and 1850 are different from those in use today. Table 5.6a below lists 1830-1850 fabric definitions.

Table 5.6a – Fabric Definitions (1830 – 1850)

FABRIC	DEFINITION
Jean	Blended weave of wool warp with either cotton or linen weft.
Kersey	Wool with a twill weave that has been lightly fulled (processed with water after weaving to make it denser).
Linsey-Woolsey	Fabric with either a cotton or linen warp and wool weft.
Mixed “Stuff”	Worsted wool that was made in varying qualities and weights (coarse to fine).
Ticken (Ticking)	Linen with a twill weave that came in varying weights and qualities.
Tow	Coarse, plain-weave fabric made from the shortest fibers of the flax plant after it is processed for spinning.

5.6.1 Clothing for the 1830 Side

This section presents clothing profiles three of the enslaved at the Lewis Farm in 1830: Malinda, Priscilla, and George Grigsby. Each profile provides reproduction clothing specifications and images of the suggested articles of clothing. More information on each of the enslaved appears in Table 5.2a.

Table 5.6b – Clothing Definitions (1830)

1830 CLOTHING ITEM	DEFINITION
Shift	A women's undergarment made of linen, with a gathered neckline and three-quarter sleeves, which looks like a short dress.
Jacket	A short, fitted garment that was meant to be worn inside but, if padded, could be worn outdoors
Gown	In this context, a simple long dress with short sleeves that fastens in the back with ties.
Waistcoat	Eighteenth- and nineteenth-century term for what is now called a vest.
Trousers	Men's pants that have a flap of material sewn to the base of the opening at the crotch, and which is held in place by buttons attached just below or on the waistband.

5.6.1.1 Malinda (Cook)

Malinda is the Lewis Family cook. She is in her 30s. Her clothing reflects both her age and status. Figures 5.6a, 5.6b and 5.6c below illustrate her attire.

This IMP recommends the following clothing for Malinda: Shift; jacket/short gown; petticoat; apron; neck scarf; stockings; shoes (mules). Costs and specifications for these appear in Table 5.6c.



Figure 5.6a

Anne-Margu rite-Jos phine-Henriette
Rouill  de Marigny, Baroness Hyde de
Neuville

*Scrubwoman, Jean or Jenny, Niece of
Martha Church, 1808–1810*

Watercolor, black chalk, and graphite
with a touch of white gouache on paper
with stitching along left margin.

Accession No. 1953.251

New-York Historical Society

In this drawing, Jean/Jenny is wearing a
short gown with a shift covered by a
petticoat. She appears to be wearing
stockings.



Figure 5.6b (Top)

Attributed to John Lewis Krimmel (1786–1821)
Merrymaking at a Wayside Inn
Pennsylvania, 1811–ca. 1813
Watercolor and graphite on white laid paper
Metropolitan Museum of Art, Rogers Fund, 1942, 42.95.12

Figure 5.6c (Above)

Detail from Figure 5.6b showing fiddler wearing open-back black mules on his feet. Both enslaved men and women wore this shoe.

Table 5.6c – 1830 Reproduction Clothing Specifications/ Malinda

Malinda (Cook)			
Article of Clothing	Fabric/Description	Amount	Estimated Fabric Cost
Shift	Tow (coarse linen)	3 yards	3 yd. @ \$18/yd. = \$54
Jacket with lining	Indigo-dyed kersey (coarse ribbed woolen cloth) or linsey-woolsey (coarse twill or plain-woven fabric woven with a linen warp and a woolen weft); tow	2.5 yards	2.5 yd. @ \$40/yd. = \$100
		2.5 yards Lining	2.5 yd. @ \$18/yd. = \$47
			Total cost: \$147
Apron	Tow	1 yard	\$18
Neck scarf	Tow	1 yard	\$18
Pair of Stockings (hand knit)	Wool	As needed	\$300 if knit by contractor; yarn cost (\$100?) if knit by volunteers
Shoes	Flat-heeled mules (open-back shoes) or three-tie shoes	1 pair	\$125-\$150
		Low Cost Estimate	\$462
		High Cost Estimate	\$687

5.6.1.2 Priscilla (House Servant)

Priscilla is a servant in the Lewis Family home. She is in her early teens. Her clothing reflects both her age and status. In Figure 5.6d below, the young girl is wearing a high-waisted dress covered by an apron that closes in the back. She may be wearing a shift under the dress. She is not wearing shoes and stockings.

This IMP recommends the following clothing for Priscilla: Shift; high-waisted gown; shoes & stockings (optional); apron (back closing). Costs and specifications for these appear in Table 5.6d below.



Figure 5.6d

Mary Anna Randolph Custis (later, Mrs. Robert E. Lee) (1807-1873)
Enslaved Girl
1830, Arlington County, VA
Watercolor, pencil, and ink on wove paper
Colonial Williamsburg Foundation, 2007-34,1

Table 5.6d – 1830 Reproduction Clothing Specifications/ Priscilla

Priscilla (House Servant)				
Article of Clothing	Fabric/Description	Amount	Estimated Fabric Cost	
Shift	Tow	3 yards	3 yd. @ \$18/yd. = \$54	
High-waisted gown, back ties	Plain color or simple striped cotton	4 yards	4 yd. @ \$15/yd. = \$60	
Apron with long ties, back closing	Tow	1.5 yards	1.5 yd. @ \$18/yd. = \$27	
Shoes & stockings optional				
TOTAL			\$141	

5.6.1.3 George Grigsby (Carpenter and Driver)

George Grigsby is a carpenter and driver (or head man) in the Arcola enslaved community. He is in his 40s. His clothing reflects both his age and status. Figures 5.6e–i below illustrate his attire.

This IMP recommends the following clothing for George Grigsby: Shirt; waistcoat; (roundabout) jacket; trousers; workman's apron; neck scarf; stockings; shoes; castor (beaver) hat. Costs and specifications for these appear in Table 5.6e below.



Figure 5.6e (above left)

Pavel Petrovich Svinin (1787/88–1839)
Black Methodists Holding a Prayer Meeting
Probably Philadelphia, 1811–ca. 1813
Watercolor and pen and black ink on off-white wove paper
Metropolitan Museum of Art, Rogers Fund, 1942;
42.95.19



Figure 5.6f (above right)

Detail from Figure 5.6e.

The young man dancing in front of the crowd is wearing a jacket that was called a “roundabout” because of how it was cut straight around the body. It is difficult to tell what kind of trousers he is wearing, but they are most probably drop-front and secured by a string or buttons.



Figure 5.6g

Jacket

Linen

Probably Virginia, ca. 1825

Colonial Williamsburg Foundation,
The Friends of Colonial Williamsburg
Collections Fund, 2018-127

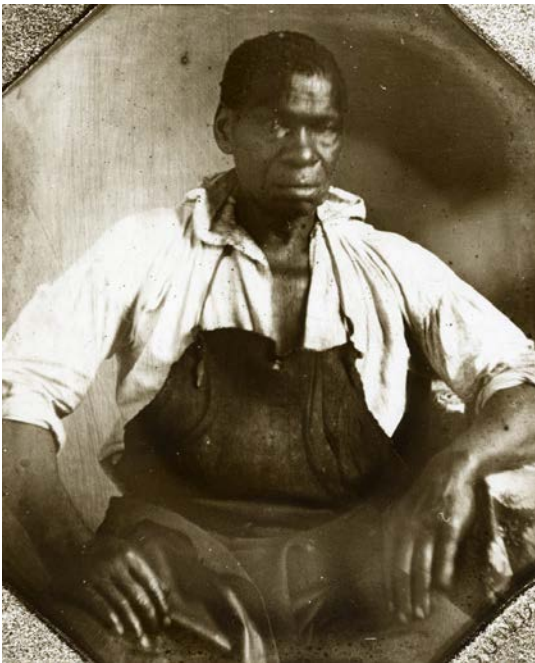


Figure 5.6h

Isaac Granger Jefferson

Daguerreotype, 1845

Tracey W. McGregor Library of American History,
Special Collections Department, University of Virginia
Library, Charlottesville, VA

Isaac is wearing a workman's apron.



Figure 5.6i

Robert Watson, Jr.; Colonial Williamsburg
Foundation photograph

He is wearing a hat that could be called a “castor”
or beaver hat.

Table 5.6e – 1830 Reproduction Clothing Specifications/ George Grigsby

George Grigsby (Carpenter/Driver)			
Article of Clothing	Fabric/Description	Amount	Estimated Fabric Cost
Shirt	Tow	2 yards	2 yds. @ \$18/yd.= \$36
Waistcoat	Brown kersey	1 yard	1 yd. @ \$40/yd. = \$40
	Tow (lining)	1 yard	1 yd. @ \$18/yd. = \$18
Jacket	Jean (wool warp; cotton weft)	2.5 yards	2.5 yds. @ \$40/yd. = \$100
Trousers (fall front)	Mixed “stuff” (wool)	3 yards	3 yds. @ \$40/yd.= \$120
Apron	Ticken (ticking) (twill weave heavy linen)	1 yard	1 yd. @ \$20/yd. = \$20
Neck scarf	Tow or medium-weight off-white linen	1 yard	1 yd. @ \$18-\$20/yd. = \$18/\$20
Stockings	Wool	As needed	\$300 if knit by contractor; yarn cost (\$100) if knit by volunteers
Shoes	Leather buckle or 3-tie	1 pair	\$200
Hat	Castor (beaver)	1	\$245
Low Cost Estimate			\$892
High Cost Estimate			\$1,294

5.6.2 Clothing for the 1850 Side

This section presents clothing profiles three of the enslaved at the Lewis Farm in 1850: Martha Newman, Ada Newman, and Thomas Sims. Each profile provides reproduction clothing specifications and images of the suggested articles of clothing. More information on each of the enslaved appears in Table 5.2a. Terms and definitions for fabrics used in 1850 appear in Table 5.6a. 1850 clothing definitions are in Table 5.6f below.

Table 5.6f – Clothing Definitions (1850)

CLOTHING	DEFINITION
Bodice	The upper part of a woman's garment. Here, a separate piece of clothing from the skirt. Today could be called a blouse.
Petticoat	The lower part of a woman's garment. Here, a separate piece of clothing that is tied around the waist.
Sack Coat	A straight-cut jacket that hung loose from shoulder to hip.

5.6.2.1 Martha Newman (Cook)

Malinda Newman is the Lewis Family cook. She is thirty-four years old. Her clothing reflects both her age and status. Figures 5.6j and 5.6k below illustrate her attire.

This IMP recommends the following clothing for Martha Newman: Shift; Gown/ bodice & petticoat; under petticoat (optional); apron; head wrap; stockings(optional); and Flat-heeled mules (open-back shoes). Costs and specifications for these appear in Table 5.6g below.



Figure 5.6j

*For clothing: "The Cook," wood engraving by David Hunter Strother, published in *Harper's New Monthly Magazine*, January 1856. Library of Congress.*



Figure 5.6k

For mules: Advertisement for Edward Chamberlin & Co's concentrated leaven or bread powders. 1860. Library of Congress.

Table 5.6g—1850 Reproduction Clothing Specifications/ Martha Newman

Martha Newman (Cook)			
Article of Clothing	Fabric/Description	Amount	Estimated Fabric Cost
Shift	Tow	3 yards	3 yds. @ \$18/yd. = \$54
Gown/ bodice & petticoat	Solid color cotton (Madder? Blue?)	7 yards	7 yds. @ \$15/yd. = \$105
Under petticoat (optional)	Cotton	3 yards	3 yds. @ \$15/yd. = \$45
Apron	Tow	1 yard	1 yd. @ \$18/yd. = \$18
Head wrap	Cotton or linen	1 yard	1 yd. cotton @ \$15/yd or 1 yd. linen @ \$20/yd
Shoes	Flat-heeled mules (open-back shoes)	1 pair	\$125
Stockings (optional)	Machined cotton	1 pair	\$13
		Low Cost Estimate	\$362
		High Cost Estimate	\$367

5.6.2.2 Ada Newman (Child)

Ada Newman is an enslaved child at the Lewis Farm. She is seven years old. Her clothing reflects both her age and status. In Table 5.6h below, historical resources offer descriptions of clothing for enslaved children during the interpretive period.

Table 5.6h – Clothing/ Enslaved Children

Date	Clothing Description
1776-1819	1776-1819: "...some plantations provided a long frock-like shirt to boys and girls until they reached the age of seven or eight, when they were given adult clothing in children's sizes. The long frock was made very simply with a hole for the head and both arms and were knee length or longer." (p. 35) ³¹
1820-1850	1820-1850: "Children wore clothing similar to that of the men and women. Yet it was conventional for enslavers to dress little boys in a long shirt-like garment of white cotton cloth known as a shirt-tail and girls in a dress or frock." (p. 38) ³²

Figure 5.6l below illustrates her attire. The simple dress or shift, worn by the girl in the center of the painting is typical of clothing worn by both young free and enslaved children in the interpretive period. The clothing of enslaved children was made of coarser lower quality fabric. This IMP recommends the following clothing for Ada Newman: Simple dress; apron. Costs and specifications for these appear in Table 5.6i below.

³¹ From the essays "African American Clothing, 1776-1819" and "African American Clothing, 1820-1859," by Patricia Hunt-Hurst, *Clothing and Fashion: American Fashion Head to Toe; Volume Two: The Federal Era Through the 19th Century*, eds. José Blanco F., general editor, and Patricia Hunt-Hurst, volume editor (Santa Barbara, CA: ABC-CLIO, 2015), 33-35 and 36-38.

³² Ibid.



Figure 5.6I

Charles A. Vaughn
Sunday Morning in the Kitchen, ca. 1845³³
Oil on Board
Kentucky Historical Society
Catalog Number 2007.22.1

Table 5.6i—1850 Reproduction Clothing Specifications/ Ada Newman

Ada Newman (7 year-old Child)			
Article of Clothing	Fabric/Description	Amount	Estimated Fabric Cost
Simple dress	Length of cotton folded over, seamed on sides, with keyhole cut for head and space left for arms.	2 yards	2 yds. @ \$15/yd. = \$30
Apron	Tow	1 yard	1 yd. @ \$18/yd. = \$18
		TOTAL	\$48

³³ <https://kyhistory.pastperfectonline.com/webobject/8C9608F6-F405-4B2F-B7CE-181184352867> (Accessed February 14, 2022.)

5.6.2.3 Thomas Sims (Blacksmith/Driver)

Thomas Sims is a blacksmith and driver (or head man) in the Arcola enslaved community. He is thirty-eight years old. His clothing reflects both his age and status. Figures 5.6m–p below illustrate his attire.

This IMP recommends the following clothing for Thomas Sims: Shirt; sack coat; trousers; leather apron; stockings; shoes; and beaver hat. Costs and specifications for these appear in Table 5.6j below.



Figure 5.6m

Summer Trousers, 1840-1870. Illustration from Past Patterns
<https://www.pastpatterns.com/1850s-to-1860s-antebellum-era> (Accessed February 15, 2022.)



Figure 5.6n

Single-Breasted Waistcoat, 1845-1858.
Illustration from Past Patterns.

<https://www.pastpatterns.com/1830s-to-1840s-jacksonian-era> (Accessed February 15, 2022.)



Figure 5.6o

Single-breasted Waistcoat. Detail of “The Sabbath Among Slaves,” from *Narrative of the life and adventures of Henry Bibb: an American slave / written by himself*, 1849.



Figure 5.6p

Sack coat.
Thomas B. “Boston” Corbett, 1865.
Photo by Matthew Brady.
National Portrait Gallery.

Table 5.6j–1850 Reproduction Clothing Specifications/ Thomas Sims

Thomas Sims (Driver/Blacksmith)			
Article of Clothing	Fabric/Description	Amount	Estimated Fabric Cost
Shirt	Tow	2 yards	2 yds. @ \$18/yd. = \$36
Sack coat	Jeans (50% cotton/50% wool)	3 yards	3 yds. @ \$40/yd. = \$120
Trousers	Satinet (wool and cotton)	3 yards	3 yds. @ \$40/yd. = \$120
Apron	Leather	1 hide	\$100-\$125
Stockings	Machined cotton	1 pair	\$13
Shoes	Brogans	1 pair	\$125
Hat	Beaver; low crown, broad brim	1	\$265
Low Cost Estimate			\$779
High Cost Estimate			\$804

Chapter 6: AQE/ AHP - Projected Project Budget

6.1 Overview

The cost estimates, listed in Figure 6.1a below, are found in the original IMP submitted in June 2020.

Figure 6.1a - AHP Projected Project Budget

CATEGORY	LOW ESTIMATE	HIGH ESTIMATE
Facilities Development	\$1,110,450	\$1,665,950
Staffing Costs	TBD	TBD
Interpretive Trail Signage	\$ 3,000	\$ 3,500
Visitor Center Exhibits	\$ 150,000	\$ 200,000
AQE Furnishings Plan Costs	\$ 51,293	\$ 56,178
AQE Historical Clothing Costs	\$ 6,186	\$ 6,986
TOTALS	\$1,320,911	\$1,932,614

6.2 Facilities Development

The following statement of probable cost represents a general estimate of construction costs for prioritized recommended work for AHP as outlined in Chapter 4. Costs for minor recommendations are not included. This probable cost estimate applies only to construction costs and does not include professional fees such as architectural, engineering, MEP, or the cost of archeological investigation. The estimates provided are for general planning purposes only, because:

- The IMP does not include a complete analysis of the existing built environment or recommendations for the built environment; and
- Cultural landscape recommendations relate only to work required to complete the interpretive program of the site.

More detailed cost proposals should be developed once recommended projects move into the architectural master-planning phase. Estimates are based on 2019 construction industry costs for similar projects and are based solely on recommendations for the work scope.

Table 6.2a – Facilities Development Cost Estimates

PHYSICAL RESOURCE		Unit	Unit Cost	Low Estimate	High Estimate
Site Improvements					
	Landscaping	1 LS ¹	\$5,000-\$7,500	\$5,000	\$7,500
	Site improvements (vehicular, new entrance drive and parking lot)	10,000 SF	\$1.25-\$2/SF	\$12,500	\$20,000
	Seating along interpretive trail	4	\$750 - \$2,000 each	\$3,000	\$8,000
	Pavilion	240 SF	\$50-\$75/SF	\$12,000	\$18,000
	Additional site improvements (house garden, fencing, demonstration area)	1 LS	\$15,000 – 45,000	\$15,000	\$45,000
	Agricultural fields (representative feature)	1 LS	\$2,500-\$7,500	\$2,500	\$7,500
	Interpretive trail (including grading and installation of natural surface material (low) or hard-surfaced material (high))	5,280 LF	\$5-10/LF	\$26,400	\$52,800
	Interpretive signage along trail, including orientation kiosk	16	\$2,500 - \$5,000	\$40,000	\$80,000
	Interpretive devices at non-extant buildings and site features	500 SF	\$24 – 26/SF	\$12,000	\$13,000
	Accessible entrance at AQE building	2 entrances	\$5,000 – 6000 ea.	\$10,000	\$12,000
American Foursquare					
	Rehabilitate and repurpose	1 LS	\$50,000-\$125,000	\$50,000	\$125,000
Quarters for the enslaved					
	Rehabilitation (includes conservation work and security system installation)	1 LS	\$150,000-\$250,000	\$150,000	\$250,000

¹¹ Longitudinal Section **This note number is 11, but there's only one note in this section.**
history behind the scenes

PHYSICAL RESOURCE	Unit	Unit Cost	Low Estimate	High Estimate
Maintenance				
Remove non-historic structures	150 SF	\$12-\$16	\$1,800	\$2,400
Maintenance office (includes covered waiting area and golf cart storage)	225 SF	\$90-\$110	\$20,250	\$24,750
MODERN AND (PROPOSED) NEW FACILITIES				
Visitor Center and administrative offices	5,000 SF	\$150 - \$200/SF	\$750,000	\$1,000,000
TOTAL			\$1,110,450	\$1,665,950

6.3 Interpretive Trail Signage

This IMP recommends that ten signs be installed at designated locations on the proposed Interpretive Trail as part of the *Voices on the Trail* program.

Table 6.3a – Interpretive Trail Signage/Cost Estimates

Low Estimate (10 Signs @ \$300 each)	High Estimate (10 Signs @ \$350 each)
\$3,000	\$3,500

6.4 Visitor Center Exhibits/Design & Development

The proposed AHP Visitor Center allocates 2,000 square feet for exhibits, divided into permanent and changing exhibit galleries. This IMP recommends that AHP develop its initial exhibits in the \$75 to \$100/square foot range. This cost covers design, installation, exhibit furniture, graphics, and electronics.

Table 6.5a – Visitor Center Exhibits/ Cost Estimates

Low Estimate (\$75/ sq. ft. x 2000 sf)	High Estimate (\$100/ sq. ft. x 2000 sf)
\$150,000	\$200,000

6.5 AQE Furnishings Plan Costs

6.5.1 Overall Furnishing Plan Costs

The proposed budget for furnishing the Arcola Quarters for the Enslaved is presented in Table 6.5a below. A breakdown of costs for the 1830 side and the 1850 side follows.

Table 6.5a – Quarters for the Enslaved Furnishings/Cost Estimates

LOCATION	LOW ESTIMATE	HIGH ESTIMATE
1830 Side	\$24,818	\$27,643
1850 Side	\$26,575	\$29,603
TOTALS	\$51,293	\$56,178

6.5.2 1830 Side/ AQE Furnishing Costs

Table 6.5b - 1830 Furnishings Budget/ Overview

ITEM	LOW ESTIMATE	HIGH ESTIMATE
Textiles	\$3240	\$3920
Furniture	\$4100	\$4100
Tools	\$4542	\$5292
Cooking Equipment	\$3325	\$3655
Cooperage & Household Baskets	\$7950	\$9015
Eating Utensils	\$272	\$272
Ceramics	\$1101	\$1101
Miscellaneous	\$288	\$288

TOTAL

\$24,818 \$27,643

6.5.3 1850 Side/ AQE Furnishing Costs

Table 6.5c - 1850 Furnishings Budget/ Overview

ITEM	LOW ESTIMATE	HIGH ESTIMATE
Textiles	\$2290	\$2970
Furniture	\$5200	\$5200
Tools	\$4707	\$5757
Cooking Equipment	\$3585	\$3915
Cooperage & Household Baskets	\$7750	\$8715
Eating Utensils	\$280	\$280
Ceramics	\$1233	\$1233
Miscellaneous	\$1533	\$1533
TOTAL	\$26,575	\$29,603

6.6 AQE Historical Clothing Plan Costs

6.6.1 Overall Historical Clothing Plan Costs

The proposed budget for historical clothing for the Arcola Quarters for the Enslaved is presented in Table 6.6a below. A breakdown of costs to clothe each of the six interpreted enslaved individuals follows for both for 1830 side and the 1850 side.

Table 6.6a – AQE Historical Clothing/ Cost Estimates

CATEGORY	LOW ESTIMATE	HIGH ESTIMATE
Fabric	\$1786	\$1786
Accessories	\$1000	\$2000
Research, Sewing Supplies and Labor	\$3400	\$4000
TOTALS	\$6186	\$6986

6.6.2 1830 Side/ Historical Clothing Costs

Table 6.6b below shows estimated fabrics and accessories costs only for the 1830 side.

Table 6.6b - 1830 AQE Historical Clothing/ Estimated Fabric and Accessories Costs

ENSLAVED	LOW ESTIMATE	HIGH ESTIMATE
Malinda (Cook)	\$462	\$687
Priscilla (House Servant)	\$141	\$141
George (Carpenter/ Driver)	\$892	\$1294
TOTALS	\$1495	\$2122

6.6.3 1850 Side/ Historical Clothing Costs

Table 6.6c below shows estimated fabrics and accessories costs only for the 1850 side.

Table 6.5c – 1850 AQE Historical Clothing/ Fabric and Accessories Costs

ENSLAVED	LOW ESTIMATE	HIGH ESTIMATE
Martha (Cook)	\$362	\$367
Ada (7-year old child)	\$48	\$48
Thomas Sims (Driver/ Blacksmith)	\$779	\$804
TOTALS	\$1189	\$1219

6.7 Staffing Costs

Job descriptions and organizational charts, provided by PRCS, influenced site staffing proposals and organizational frameworks described in Section 4.7 (AHP Staffing Recommendations). This report advises that the costs for these positions (salary + benefits) be determined by PRCS and the Loudoun County Department of Human Resources using current hiring guidelines and practices. Staffing is a recurring cost and not listed in the capital budget presented in Figure 6.1a.

**APPENDIX K –
ARCOLA DEED RESEARCH AND TAX RECORD RESEARCH SUMMARY**

DATE	SOURCE*	GRANTOR	GRANTEE	ACRES	TYPE	NOTES
3/13/1744	FX A-293	Anthony Russell	Vincent Lewis	417		
11/17/1746	FX B-147	Anthony Russell	Vincent Lewis	383		Near Gum Springs
1754	FX C-698	Vincent Lewis	John Lewis (son of Vincent)	240		
1776	L-117	Vincent Lewis	Joseph Lewis	2	Gift	
3/13/1786	P-45 LC DB	Vincent Lewis	James Lewis (son of Vincent)	222	Gift	
5/9/1796	X-6	Vincent Lewis	James Lewis	226		<i>Appears to include the 222 acres given to James Lewis in P-45 and an additional 4 acres</i>
1796	W-322	Vincent Lewis	Joseph Lewis, Jr.	3	B&S	B&S = Bargain and Sale, <i>The most commonly recorded instrument of title transfer from one party to the other, conveying all rights and privileges in return for money or perhaps mineral and timber rights.</i> https://www.familysearch.org/en/wiki/Canada_Land_Terminology_(National_Institute) (Accessed May 6, 2022.)
4/10/1797	E-287 Will Book LC WB	Vincent Lewis	Charles Lewis (youngest son)	333	Will	Arcola tract; remainder of Vincent Lewis Estate not conveyed to James (X-6), John (C-698) and Joseph (W-322) in previous transactions
			Ann Lewis (wife)			Additional heirs of estate

DATE	SOURCE*	GRANTOR	GRANTEE	ACRES	TYPE	NOTES
			Anna Jennings (dau) Betty Davis (dau) James Lewis (son) George Lewis (son) Joseph Lewis (son) John Lewis (eldest son)			
1824/1829	Tax records		Charles Lewis	107		Near Broad Run S 12
1824/1829	Tax records		Charles Lewis	333		Gum Springs S 12
11/12/1841	Will Book 2A-328	Charles Lewis	Catharine L. Darne (niece) Jane T. L. Hancock (niece) Martha J. Lewis (niece)			Probated April 10, 1843; refers to <i>“the graveyard consisting of 1.5 acres shall be reserved and enclosed with a strong and substantial fence.”</i>
10/5/1844	4U-202	Executor of Charles Lewis Estate	Catharine Darne	500	B&S	tract conveyed by Vincent Lewis, E-287 and 167 additional acres; land where Charles resided (349.5 acres and 150.5 acres)
1846	Tax records		Catharine Darne and Susan Lewis	349.5		Near Gum Springs S 12
1847	Tax records		Catharine Darne	150.5		Acreage increased on land records
1854	5I-358	Catharine Darne	Martha J. Lewis	500	B&S	Tract conveyed by Charles Lewis Estate to Catharine Darne, 4U-202

DATE	SOURCE*	GRANTOR	GRANTEE	ACRES	TYPE	NOTES
1856		Susan Saffer, trustee		1.25		
1856	5N-350	Martha J. Lewis	Methodist Church trustees (Mildred F.T. Perry)	0.75	B&S	
1857	5P-166	Martha J. Lewis	James A. McFarland	3	B&S	
1/19/1883	6T-174	Henry Heaton, Special Commissioner	John F. Ryan	541		adjoining Wyckoff, L.F. Palmer, M.P. Lee & others
9/22/1885	6X-131 Will Book	John H. Alexander, Special Commissioner	L.F. Palmer	226.4		Chancery suit: Asher v. Lewis (1886-005; M3627)
10/16/1897	7O-339	Fannie K. Palmer and Nora B. Thomas (née Palmer)	John F. Ryan	226.4		
3/23/1927	9Y-453	John F. Ryan	B.B. Hutchison	470		
11/2/1979	746-500	Louis S. and Martha J. Hutchison	Robert J. Hewitt, Sr. Trustee	267.9194		
11/6/1982	818-555	R.J. Hewitt, trustee	SA Hazout	267.9194		

* Source refers to Loudoun County Deed Records, unless otherwise noted.