at 1315 DUKE STREET **STAKEHOLDER ENGAGEMENT ROUND 2** SESSIONS 1 & 2 SUMMARY **APRIL 24, 2023**



ENGAGEMENT GOALS

INCLUDE

Diverse perspectives will help the Museum and Design Team deliver the message that "This is the community's museum. Let's make it a reflection of you and your community!"

LISTEN + LEARN

Hear the community and ensure the community feels heard; Different perspectives will give us much needed insight.

- Public Circulation Intuitive Journey, Chronology, Significant Nodes (1)
- (2)Adjacencies
- Story Telling/Community Conversations (3)
- (4)History-focused Exhibits
- Lecture and Presentation (5)
- Reflection/Pause Spaces (6)
- Genealogical Research (7)

INCORPORATE

Freedom House Museum at 1315 Duke Street and Design Team will prioritize audience feedback

SESSION AGENDA







ACTIVITY #1

CITY OF ALEXANDRIA AFRICAN AMERICAN SITE DIAGRAM ACTIVITY

Activity #1 consisted of an open discussion and exploration of existing African American Historic Sites within the City of Alexandria, VA. This activity was designed to get the participants thinking, energized, and to further develop a creative connection between the sites and Freedom House at 1315 Duke Street. Professionals from SmithGroup and Proun introduced a site diagram that links Freedom House 1315 Duke Street (inner ring), OHA Managed Sites (middle ring), and Other Historic Sites (outer ring). Participants where then asked to document their responses of the current site's significance on sticky notes, which were then placed on board for documentation. From this activity we found that participants added a number of significant sites, notes, and questions that were not originally presented. Participants were also asked to elaborate their responses verbally to further drive the conversation. This enabled the design team to gain insight on what people desired for the building and the site.

AA SITES DIAGRAM



AFRICAN AMERICAN Hall of Fame

JONES POINT Lighthouse



Freedom House Museum at 1315 Duke Street | Stakeho

Session 1

Session 1 ssion

"Where did the enslaved living there come from -Purchased at slave pen?" Session 1

> **"Freeman Cemetery** should be linked and close proximity is a plus"

Session '

AFRICAN AMERICAN HALL OF FAME

"AA History Museum has very strong connection. One could be an amex to the other."

Session 1

"OK to make connection to ABHM should not be conflicted as they serve two distinct purposes." Session 1

JONES POINT LIGHTHOUSE

Other slave jails ID Banks all work done by slaves in Alexandria Session 1

600 Block Prince Street Lee Camp - Daughters of the Confederacy

Session 1

SM

"The decline of tobacco changed the nature of the port of Alexandria.

The slave trade is a shipping port grew while tobacco declined.

What impact did this have on the d___ and "warehouses?"

Session 1

"There is a web that connects the waterfront. west end, banks, toll roads and more with 1315. The connections would be shown as an exhibit in 1315."

Session 1

"Tavern sites" Session 1 "River/waterfront" Session 1 "Other slave jails" Session 1 "Rail Dep" Session 1 "Train station transport" Session 1 Old City Jail Session 1 Part of the story should

also be how slaves were transported. I believe a misconception is that they arrived in ships, but was informed that the majority actually walked from long distances to be auditioned off. Session '

AA SITES DIAGRAM INNER RING - FREEDOM HOUSE AT 1315 DUKE STREET



AFRICAN AMERICAN HALL OF FAME

JONES POINT LIGHTHOUSE "I believe 1315 Duke Street is unique in that I don't believe other sites specifically house enslaved individuals to be sold."

"There are slave pens throughout the South, but none have the purpose and significance as 1315. Not even the museum in DC can tell the full story. We can't tell the full story at 1315, but we can tell a story no other place can. That is the mission."



Freedom House Museum at 1315 Duke Street| Stakeholder Engagement Session

AFRICAN AMERICAN HALL OF FAME

> "OK to make connection to ABHM should not be conflicted as they serve two distinct purposes."

JONES POINT

Gadsby

- enslaved working at hotel? - Where did they come

from - sold/purchased from there?



Freedom House Museum at 1315 Duke Street | Stakeholder Engagement Session

"Where did the enslaved living there come from -Purchased at slave pen?" Part of the story should also be how slaves were transported. I believe a misconception is that they arrived in ships, but was informed that the majority actually walked from long distances to be auditioned off.

"AA History Museum has very strong connection. One could be an amex to the other."

AFRICAN AMERICAN HALL OF FAME

> "Old Presbyterian Meeting louse"

JONES POINT LIGHTHOUSE

Old Presbyterian Meeting House - Church community aware of trade? What were they thinking?

Other slave jails ID Banks all work done by slaves in Alexandria

Old City Jail

AA SITES DIAGRAM SUMMARY

INNER RING FREEDOM HOUSE AT **1315 DUKE STREET**

On Freedom House's uniqueness to scope and scale:

One participant believe Freedom House at 1315 Duke Street is *unique* and they do not believe other sites specifically housed enslaved individuals to be sold. Another participant said, "There are slave pens throughout the South, but none have the purpose and significance as 1315. Not even the museum in DC [National Museum of African American History and Culture] can tell the full story. We can't tell the full story at 1315, but we can tell a story no other place can. That is the mission."

MIDDLE RING OHA MANAGED SITES

Participants felt that other sites managed by OHA should also be reference at Freedom House. There was a question of, "where did they (the enslaved) go from Freedom House at 1315 Duke Street?", "How did they (the enslaved) come to Freedom House at 1315 Duke Street?", and "How are other sites connected to Freedom House at 1315 Duke Street?"

The notations of the participants brought forth new ideas; ideas that could potentially bring forth new and ongoing research for archival purposes or exhibition spaces within Freedom House at 1315 Duke Street. One idea being that *many* sites, if not all, were built by the enslaved. Another idea was, it would be okay to make a connection between Freedom House at 1315 Duke Street and the *Alexandria Black History Museum*, but it should not be conflicted as they serve two distinct purposes. Another idea mentioned was the enslaved might have worked at other sites within Alexandria prior to or after being enslaved at Freedom House; for example there is a possibility the enslaved men and women worked at Gadsby's *Tavern*. Another idea that was brought to our attention was Alexandria History Museum at Lyceum may have served as a primary link to Freedom House as well. Last, there was an auction site on *King Street*.

Then concerning discrimination, did firemen at *Friendship Firehouse* respond to fires in the African American neighborhoods post-operation at Freedom House? Did enslavers use fires as a means of expressing resistance? Were there fires at Freedom House at 1315 Duke Street? How were the enslavers treated? Did Armfield purchase medicine for the enslavers before they were sent on their way? (Stabler-Leadbeater Apothecary)

OUTER RING OTHER HISTORIC SITES

Participants felt that other historic sites or entities outside of the sites presented to them needed to be referenced. Many of those sites played a significant role in the establishment and operations at Freedom House at 1315 Duke Street.

The notations of the participants brought forth new ideas; ideas that could potentially bring forth new and ongoing research for archival purposes or exhibition spaces within Freedom House at 1315 Duke Street. One idea being that banks played a significant role in the purchasing, selling, and trading of enslaved people and therefore should be including in the outer ring. Another idea we felt was interesting was the mention of common transportation systems that were used throughout the slave trade such as *ships, railways,* and walkable routes. Participants felt those routes, whether routes to or from Freedom House, should be mentioned and documented within the museum. One participant stated,

"Part of the story should also be how slaves were transported. I believe a misconception is that they arrived in ships, but was informed that the majority actually walked from long distances to be auditioned off".

while others could have been kidnap off the streets of Alexandria to then be sold. The *waterfront* played the biggest role in the slave trade and should be referenced throughout Freedom House.

> "There is a web that connects the waterfront, west end, banks, toll roads and more with 1315. The connections would be shown as an exhibit in 1315."

Other questions that were asked," "Were there other slave jail sites other than Freedom House?"

ACTIVITY #1, SESSION 1 - SESSION DOCUMENTATION



Activity #1 BOARD Session #1



ACTIVITY #1 Board- Upper Left Corner Session #1



ACTIVITY #1 Board- Lower Left Corner Session #1





ACTIVITY #1 Board- Lower Middle



ACTIVITY #1 Board- Upper Right Corner Session #1



ACTIVITY #1 Board- Lower Right Corner Session #1

Session #1

Session #1

ACTIVITY #1, SESSION 2 - SESSION DOCUMENTATION



Activity #1 BOARD Session #2







ACTIVITY #1 Board- Lower Left Corner Session #2

12



ACTIVITY #1 Board- Upper Right Corner Session #2



ACTIVITY #1 Board- Lower Right Corner Session #2

ACTIVITY #2

INTERPRETIVE MESSAGING ACTIVITY

Activity #2 consisted of a interpretive messaging activity which allowed participants to further express the qualitative aspects of each floor of the museum. At each session, participants were divided into groups, and given sheets with five (5) themes, substories associated with each theme, and sheets with a rectangle to represent each floor of the museum. Participants then assigned themes and sub-stories to each floor, and were also asked to add notes for further elaboration of their documentation. This was an unique exercise, because some themes and sub-stories where able to be crossed referenced due to the exploration of the individuals within the groups. All the participants in each session attended the first Stakeholder Engagement Session 1 held on March 6th and March 7th, so this activity was effective due to the participation in the Mood Board Exercise, Activity #1B in the Stakeholder Engagement Session 1. Activity #2 enabled the design team to gain insight on what people desired for the building's qualitative aspects and express their preference through thematic exploration.

1315 DUKE STREET: INTERPRETIVE MESSAGING EXAMPLE

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?



INTERPRETIVE FLOOR PLANS

3 rd Floor Plan Maximum 2 Themes	
1st Floor Plan Maximum 1 Theme	
RECEPTION	
BASEMENT	

2nd Floor Plan Maximum 2 Themes

Maximum 1 Theme



THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?

SITE - How the slave trade operated at this specific site

SCOPE & SCALE - Slave trade was a big business that destroyed lives

LOCAL ROLE – Alexandria and DC's role in the domestic slave trade

> **POST-EMANCIPATION** - What happened here after slavery?

LEGACY -- Legacies and Contemporary Relevance



THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?

SITE - How the slave trade operated at this specific site

Physical layout (site map or model) Show physical layout from period of significance to demonstrate spatial arrangement and scale of complex

Slave trade operations

Describe how the business operated, the scale of operations, and how it "modernized" the domestic slave trade. Include historical accounts by abolitionists and others who visited here.

First person story: enslaved at Duke Street "Day in the Life" story illustrating the horror/ experience of being enslaved here, with sensory-rich details that help bring it to life.

About people trafficked through the site Real people, real lives. What do know about people trafficked through this site, and how do we know it? Display the names and ages of people enslaved. Is an interactive database of person's enslaved here possible?

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About people trafficked through the site

Real people, real lives. What do know about people trafficked through this site, and how do we know it? Display the names and ages of people enslaved. Is an interactive database of person's enslaved here possible?

Building as artifact: a look at what's original

What's original to the period of significance in the building? (Visitors want the tangible immediacy of knowing what parts of the building were here when it was a slave trading business.)

Changing exhibit Space reserved for changing stories related to the overall theme.

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?

LOCAL ROLE – Alexandria and DC's role in the domestic slave trade

Role of geography

Alexandria is well situated to acquire people enslaved on Upper South plantation owners and to ship them South via land or water.

Who benefited locally?

The network of people and businesses that profited ("follow the money"). Connect to other sites in the city and DC.

First person story – a family split apart Use historical evidence from slave narratives and other sites implicated in the slave trade to portray the heartbreak and consequences of a family split apart.

First person story – a local free Black family Is there enough evidence to portray the life of a free Black family in Alexandria? How did this business impact their lives?

Alexandria community's reaction to slave jail

What do we know about how the community felt about the slave trade in Alexandria? Can we shed light on how ordinary Alexandrians from different walks of life felt about the trade?

Changing exhibit

Space reserved for changing stories related to the overall theme.

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?

SCOPE & SCALE - Slave trade was a big business that destroyed lives

Context: Why was slave trading going on?

Show the big picture context of why the domestic slave trade existed and how it changed the dynamics of slavery in America following the 1808 ban on the importation of slaves, with a focus on Virginia's particular role.

Slave trade's vast network (map)

Show geography of the trade: where enslaved people came from, the distances covered by those trafficked South, and how this took place in the shadow of the nation's capital.

First person story—forced South

What was it like to be forced South on the "Black Trail of Tears." (Like many first person stories, this will require both research and some poetic license.)

Sites connected to the slave trade

Select 5-10 other sites around the country with a direct connection to this history as a way to illustrate the components of the network.

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Economic scope and scale

What was the scale and economic impact of the slave trade? How did it connect to the rise of capitalism?

Human scope and impact

What was the impact in terms of numbers of people affected, lives altered, and human suffering?

Changing exhibit

Space reserved for changing stories related to the overall theme.

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?



Changing exhibit Space reserved for changing stories related to the overall theme.

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?



Freedom House Museum at 1315 Duke Street| Stakeholder Engagement Session

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?











SESSION 1: GROUP 1 PRESENTING

of U.S.

relevance



COMMENTARY + DOCUMENTATION

Basement - Re-purpose previous exhibit or put in old full exhibit

- Include Edmonson sisters
- Rev Bailey story
- First Floor Scope and scale as well as Alexandria role
 - Other places in Alexandria for stories
 - Plaque for Urban league
 - On circulation: Start on first floor and go up or top floor and go down
 - Overview of the slave trade and route map
 - Understand use of the building or have a model present
 - Visual artifacts

Second Floor – Totally dedicated to story of slave trade

- Network
- Economic scope and scale
- Human scope
- Stories
- Alexandria role of geography suitable
- Who benefited
- Reaction
- Human aspect local free black families
- Changing

Third Floor – Post emancipation/legacy & contemporary

- From slavery to freedom what did that look like?
- Urban League could purchase it and have insight for museum in basement
- Changing exhibits
- If you can find descendants
- Piece of history to tell very well this site is "what is important"

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?



COMMENTARY + DOCUMENTATION

Basement – See through to basement, artifacts, historic evidence, changing exhibits

- Powerful space

First Floor – Significance of site with short video of what you will find (media experience)

- Other places in Alexandria for stories
- Plaque for Urban league
- Start on first floor and go up or top and go down

Second Floor – Totally dedicated to story of slave trade of US

- First person narratives, bigger national picture
- scope and scale

Third Floor - how was Alexandria impacted

- Rev Bailey local figure involved and sold from there
- How did the property operate during Civil War
- Connectivity to local sites

KEY HIGHLIGHTS

- Find other places in Alexandria for these other stories, furthering discussion but not permanent part of this museum

- Exhibits continue at other sites

- What happened on site is the core of the experience

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?





SESSION 1: GROUP 3 PRESENTING

COMMENTARY + DOCUMENTATION

Basement - Access issues, understand confinement, place where one believe something awful is going on, take advantage of the emotive quality of this space

First Floor - 15 minutes to capture attention - Where am I, what is building, how do you know what happened here in first room. Start story on first and then extend to second. Local role of Alexandria. WHat happened here? (potential media experience)

Second Floor -

Third Floor – Legacy on third floor

KEY HIGHLIGHTS

Other topics - lecture topics that didn't require the site to tell the story

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?

Image: Service Serv	Additionation of a proposed and a provide an	POST-EMANCIPATION - What happened here after slavery? LEGACY Legacies and Contemporary Relevance Secont descent and point of decordars.	d Be Brych effects of essensite injustre Frequency and the sensitive injustre Frequency and the sensitive injustre Frequency assessment and Frequency assessment Frequency assess	ncipation	Rooftop Plan - Sacred - open reflection - garden - reception or open space				C S B F P
South via land or water: profites (tailow the manay). Connext to her what soul place in the shoulow of the	A the winds Rescalanges (sam) han The date wind accurates are fillen ally are flooor Plan Maximum 1 Themes STE - How the slove trade operated at this specific site RECEPTION	y setter? There was service of the	A Bronn de la Carl a Ca		Maximum 2 Themes Space research Meanding community in section to shop all Which do us show about how the communi- tion of the stress show the communi- tion of the stress show the stress show the stress docut the trade? If the stress show the show the stress show the stress show the stress about the trade? LOCAL ROLE – Alexandrin and DC's role in the domestic slove trade If the stress show trade Meandring well show the stress show trade If the stress show trade Meandring well show to be show that perpende environded on Upper Stress post the stress show trade If the stress show trade National show trade If the stress show trade If the stress show trade	ter charge stantes motion ter versal titems. ser -= lead fire Black family h-vidence to portray the life kforsty in Alexandro? How areas impact the New ? stary -= family split apart. vidence for other startes maintain and consequences family split apart. banding langest the manys/Locamet to	It is changed the dynamic of slowy in a first many partition of dealers and the dynamic of the d	Ministrees II like to be likered. Such as the Black had if any like many histopresent screen barren likeren i some point likeren i Wett west the angle and accounts impact of the slower bad? Haw did is connect to the in and equilation? SCOPEE & SCALE - Slowe trade was a big business that destroyed lives	S m T F

MMENTARY + DOCUMENTATION

rted at top and moved down

ement – heart of the building – Ann B Roses voice

It Floor – should not have a set entrance, could have entially two entrances – just come in.

- Depending on when you come in Caucasian vs enslaved – but everyone comes into reception area.
- Holograms everything comes to middle
- At the center is a lucite floor horror in the basement – the hearth

ond Floor – local vs scope and scale – with map in dle with a 3d pop out of Alexandria

- Alexandria's role

r**d Floor** – post emancipation/changing exhibit – legacy

rth Floor – rooftop garden for reflection

Y HIGHLIGHTS

f top open space – time to reflect – garden rs and elevators – accessible for everyone

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?







Basement – blend of legacy and site, evidence, art changing exhibit if accessible, artistic take

First Floor - welcome space (especially for student groups), interactive displays, site map at beginning, site and what happens there.

Second Floor - local vs across country, women who were enslaved

KEY HIGHLIGHTS

COMMENTARY + DOCUMENTATION

- target accessibility

- scope and scale

Third Floor - thinking/reflection space, Legacy museum - reflection space by the time you got there you were a train wreck, post emancipation, changing exhibit, mass incarceration, timeline

Urban League, City of Alexandria basement and accessibility

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?





2 nd Floor Plan Maximum 2 Themes Reception to flood from the set Reception of local from the set	Building as artifact a lack at what's angled What's singled to the period of significance in the building Voltania water that point of the building water hard what point of the building water hard with and so at low trading business.)	Shaw enslove covere	the track's out status (log) dependences from the distances of page from the from the distances to track global out the behavior of the networks optical
people straffickels through the site and how does how or? Digitable the names and gas of people evolutioned. Its an interactive data- base of person's enclosed have pumble? SITE - How the slave trade operated at this specific site	people plantat	Bale of geography frice is well situated to ocquire e andhowd on Upger Sach ion owners and to ship them outh via land or water.	Exercises coope and early Which was the acade and economic impact of the iden water? Here and a convert to the rear of appealsen?
We keeding leady? The network of people and summers at that patient ("billion the newsy"). Genera to other size in the city and DC	First parson story—bared Seah What was it like to be forced Seah on the Block final of home (Like mony fors parson estimic, the will require the henced n and some postic license.)		SCOPE & SCALE - Slave trade was a big business that destroyed lives
Silver table operations Beache how the business operated, the scale of operations, and how it "modernase" the domestic allows table include include instancial accounts to plabilitaristic and others who valide here.		First person story – a family split epart Use historical evidence from slove narratives and other sites implicated in the slove trade to partray the heartbreak and consequences of a family split apart.	Center: Thy sets show to the paper and Show the backcare content of a why the domestic alives to the accessed and how it is charged the dynamics of allowsy in America following the 1980 basis on them- partition of allowsy, with a factors on Wingmain particular role.





SESSION 2: GROUP 3 PRESENTING

Basement – Took pieces from each theme and made basement for changing exhibit

First Floor – Overarching theme – people, visitor takes on persona of the enslaved or enslaver, blew up themes, brief overview of timeline and person – personal story

Second Floor - Scope, learn about scale of slave trade, who benefited

Third Floor - Post emancipation/legacy, individuals to tell a story, 1870-1960 gap in story - legacy great programming but maybe not exhibits

KEY HIGHLIGHTS

COMMENTARY + DOCUMENTATION

- artist installation
- emotional

- Rev. Bailey
- reconstruction
- post-bellum
- descendant stories

Legacy - first person descendant stories, generational trauma/resilience

Content for when it was apartments - did they know history?

- **Basement as entry**
- Some may not go through whole museum

Human stories on first floor so that you get the stories up front

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?



COMMENTARY + DOCUMENTATION

Basement – Oral history should be told in the basement. Participants felt visitors should move through the space stopping to view digital kiosks which provide understanding, and in the center of room is first person's testimony. Legacy should also be acknowledged on every floor and have first person narrative.

First Floor – Reception – person coming in has basic knowledge of what the space is, context, big visual statement – artist take. Then move into...

- orientation
- scope and scale
- first person narrative

Second Floor – Local role, who were owners connected to, transition to third floor

- thought breaks
- first person narrative

Third Floor – Descendant of slave trader and slave, neighborhood/churches, fraught section and less fraught section, Franklin farm/Angola prison connection

KEY HIGHLIGHTS

Challenges - basement

Themes – legacy could have been all over the place Local role seemed weirdly small even though wanted to

1315 DUKE STREET: INTERPRETIVE MESSAGING SUMMARY

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?

INTERPRETIVE FLOOR PLANS

BASEMENT Moximum 1 Theme SITE - How the slave trade operated at this specific site	1 st Floor Plan Maximum 1 Theme SITE - How the slave trade operated at this specific site RECEPTION	2 nd Floor Plan Maximum 2 Themes SCOPE & SCALE - Slave trade was a big business that destroyed lives LOCAL ROLE - Alexandria and DC's role in the domestic slave trade
Basement	First Floor	Second Floor -
 Re-purpose basement exhibit or put in old full exhibit Include Edmonson sisters Rev. Bailey story Glass floor- See through to basement, artifacts, historic evidence, changing exhibits Powerful space Access issues, understand confinement, place where one believe something awful is going on Hearth – Ann B. Roses voice 	 Scope and scale as well as Alexandria role Other places in Alexandria for stories Plaque for Urban league Start on first floor and go up or top floor Significance of site with short video of what you will find 15 minutes to capture attention - Where am I, what is building, how do you know what happened here in first room. 	 Totally dedicated to story of slave trade of U.S. Network Economic scope and scale Human scope Stories Alexandria - role of geography - suitable Who benefited Reaction Human aspect - local free black families Changing First person narratives, bigger national picture
Blend of l egacy and site, evidence, changing exhibit if accessible, artistic take Took pieces from each theme and made basement for changing exhibit	Start story on first and then extend to second Two entrances – just come in. Depending on when you come in Caucasian vs enslaved – but everyone comes into reception area.	Local vs scope and scale – - with map in middle with a 3D pop out of Alexandria - women who were enslaved - who were owners connected to, transition
Oral history should be told in the basement and visitors should move through the space stopping to view digital kiosks which provide understanding, and in the center of room is first person's testimony. Legacy should also be acknowledged on every floor.	Holograms – everything comes to middle Welcome space, especially for student groups, site map at beginning, site and what happens there. Overarching theme – people, visitor takes on persona of that person, blew up themes, brief overview of timeline and person – personal story	to third floor – thought break



Third Floor -

Post emancipation/legacy & contemporary relevance

- Urban League could purchase it and have insight for museum in basement
- Changing exhibits
- If you can find descendants
- Piece of history to tell very well this site is what is important

Rev Bailey – local figure involved and sold from there

- Property during Civil War
- Connectivity to local sites

Thinking/reflection space, Legacy museum – reflection space by the time you got there you were a train wreck, post emancipation, changing exhibit, mass incarceration, timeline

Post emancipation/legacy, individuals to tell a story, 1870-1960 gap in story – legacy great programming but maybe not exhibits

Descendant of slave trader and slave, neighborhood/churches, fraught section and less fraught section, Franklin farm/Angola prison connection

ACTIVITY #1, SESSION 1 – SESSION EXPERIENCE



ACTIVITY #1, SESSION 2 - SESSION EXPERIENCE











1315 DUKE STREET: INTERPRETIVE MESSAGING | SESSION 3 : HIGH SCHOOL STUDENTS GROUP 1

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?











COMMENTARY + DOCUMENTATION

- Mixed legacy into the different sections. Including how these topics effect us today/how history shows up today was consistently important

- Important it was to end the exhibits with some hope/ the idea that "life doesn't just suck." Highlighting stories of free Black people and resilience in general were key to that conversation.

- Did not see the basement themselves, but assumed given its importance to others, that it should be open in some way. While the exact content varied, particiapants wanted a more reflective space that was quiet and allowed visitors to pace if/how they took in information. Personal stories fit into this space, but they preferred it not be through audio/visuals so you could have quiet if you wanted

- In addition to looking at legacy of this history today throughout, there was also this thread of family/ generations. From stories of past separation and attempts at reunification to tracing ancestry today (either successfully or not), the concept of family and generations resonated with them.

- Highlighting what is original was important. This group suggested it to be up front in the reception area.

- This groug had a specific flow that began hard-hitting with facts and emotion (hence scope and scale and site specific pieces on first floor), then shifts to context (impact of forced separation and its legacy, economics and Alexandria's role) and ending with what happens next?—legacy, life after slavery, inspiring stories

that examine generational trauma and resilience, reconciliation (including what do you do with this information once you know it? Coming to terms with personal history)

- This group did not included the Civil War. It could be noted on a timeline or referenced because that's the source of a photo, but this isn't the museum that dives into Alexandria during the Civil War and this site specifically during that time.

- This group made space for artist's interpretations in different spaces

1315 DUKE STREET: INTERPRETIVE MESSAGING | SESSION 3 : HIGH SCHOOL STUDENTS GROUP 2

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?











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- In addition to looking at legacy of this history today throughout, there was also this thread of family/ generations. From stories of past separation and attempts at reunification to tracing ancestry today (either successfully or not), the concept of family and generations resonated with them.

- Highlighting what is original was important. This group suggested it to be in the basement.

- This group did not included the Civil War. It could be noted on a timeline or referenced because that's the source of a photo, but this isn't the museum that dives into Alexandria during the Civil War and this site specifically during that time.

- This group made space for artist's interpretations in different spaces



1315 DUKE STREET: INTERPRETIVE MESSAGING HIGH SCHOOL STUDENTS SUMMARY

THEMES AND THEIR RESPECTIVE SUB-STORIES - WHAT ARE THE ESSENTIAL STORIES THAT NEED TO BE TOLD? WHAT'S THE PRIORITY?

INTERPRETIVE FLOOR PLANS



Basement

- Mixed legacy into the different sections. Including how these topics effect us today/how history shows up today was consistently important
 - thread of family/generations
 - From stories of past separation and attempts at reunification to tracing ancestry today (either successfully or not), the concept of family and generations resonated with them.

- Did not see the basement themselves, but assumed given its importance to others, that it should be open in some way.

- While the exact content varied, particiapants wanted a more reflective space that was quiet and allowed visitors to pace if/how they took in information.
- Personal stories fit into this space, but they preferred it not be through audio/ visuals so you could have quiet if you wanted

- Highlighting what is original was important. A group suggested it to be in the basement.

- Artist's interpretations in different spaces

First Floor

- **Mixed legacy into the different sections**. Including how these topics effect us today/how history shows up today was consistently important
 - thread of family/generations
 - From stories of past separation and attempts at reunification to tracing ancestry today (either successfully or not), the concept of family and generations resonated with them.

- Highlighting what is original was important. A group suggested it to be up front in the reception area

- Artist's interpretations in different spaces

KEY HIGHLIGHTS

On Circulation:

A groug had a specific flow that began hard-hitting with facts and emotion (hence scope and scale and site specific pieces on first floor), then shifts to context (impact of forced separation and its legacy, economics and Alexandria's role) and ending with what happens next?—legacy, life after slavery, inspiring stories that examine generational trauma and resilience, reconciliation (including what do you do with this information once you know it? Coming to terms with personal history)

Second Floor -

- **Mixed legacy into the different sections**. Including how these topics effect us today/how history shows up today was consistently important

- thread of family/generations
- From stories of past separation and attempts at reunification to tracing ancestry today (either successfully or not), the concept of family and generations resonated with them.

- Artist's interpretations in different spaces



Third Floor -

- Mixed legacy into the different sections. Including how these topics effect us today/how history shows up today was consistently important
 - thread of family/generations
 - From stories of past separation and attempts at reunification to tracing ancestry today (either successfully or not), the concept of family and generations resonated with them.

 Important it was to end the exhibits with some hope/the idea that "life doesn't just suck."
 Highlighting stories of free Black people and resilience in general were key to that conversation.

- Artist's interpretations in different spaces

KEY HIGHLIGHTS

- This group did not included the Civil War. It could be noted on a timeline or referenced because that's the source of a photo, but this isn't the museum that dives into Alexandria during the Civil War and this site specifically during that time.

1315 DUKE STREET: INTERPRETIVE MESSAGING FLOOR THEMES COMPARED

INTERPRETIVE FLOOR PLANS | SESSION 1 AND 2



INTERPRETIVE FLOOR PLANS | HIGH SCHOOL STUDENTS



