

Richmond Speaks About Lumpkin's Jail Site

Draft Report on Community Engagement

November 2015

Richmond

The Voice of the People

RICHMOND SPEAKS

Lord
Cultural Resources

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Chapter: 1

Engaging

Richmond



Why doesn't Richmond want us to know about our history?

- Student, Huguenot High School

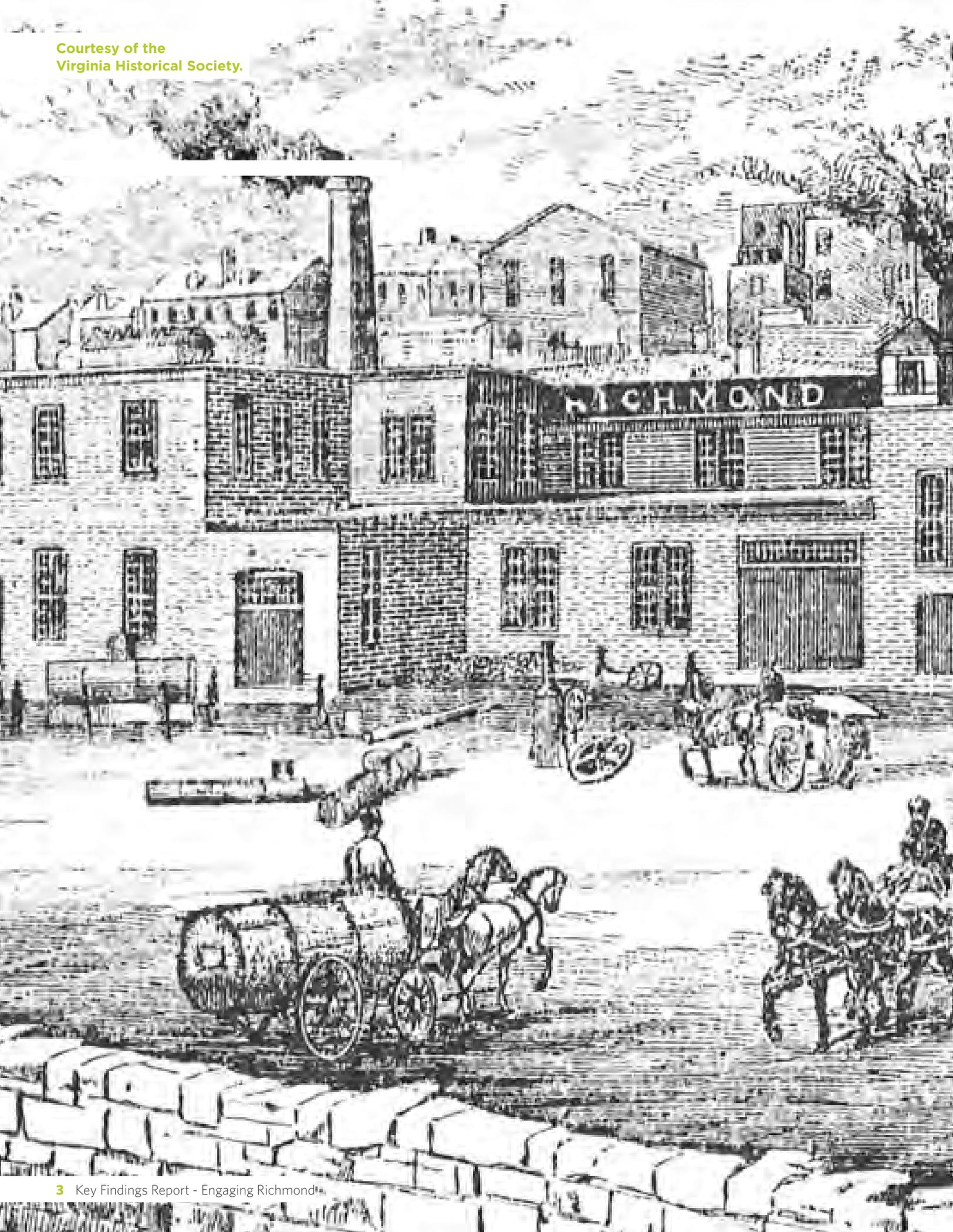
In 1800, Gabriel, a literate enslaved Black man, inspired by the American and French Revolutions, led over a dozen enslaved Blacks in planning a rebellion against the government. After news of the insurrection was discovered, Gabriel was arrested and held in a slave jail in Richmond's Shockoe Bottom area. Some fifty years later, Anthony Burns, an enslaved Black man, escaped to freedom in Boston. He was recaptured under the Fugitive Slave Act and returned to slavery, and – after many twists and turns, including a four-month stay at Lumpkin's Jail, another notorious slave holding pen in Shockoe Bottom – purchased his freedom.



2008 excavation of Lumpkin's Jail Site.
Photo courtesy of the City of
Richmond Slave Trail Commission.



Courtesy of the
Virginia Historical Society.



Slavery began in America in 1619 when the first enslaved Africans were brought to the colony of Jamestown, Virginia.

By the mid-1840s, the importation of human chattel from Africa had been outlawed and domestic slave trading had replaced international in supplying forced labor. New Orleans, a shipping port and Richmond, a central city on the east coast, became the hubs for the transfer, sale and exchange of enslaved peoples from the “Upper South”¹ to various locations throughout the United States.

The site of Lumpkin’s Jail, where countless men, women, and children were held, represents the many holding pens, auction houses and related sites that developed to support the thriving economy of the slave trade.

In 2006, the Richmond Slave Trail Commission (RSTC) hired a study by The James River Institute for Archaeology to search for any remnants of the Lumpkin’s Jail Site. Unlike the accidental uncovering of the African burial ground in downtown New York City, which was the result of a federal building construction project, the RSTC knew of the existence of the jail from historical documents. That search yielded the remarkably intact remains of the Lumpkin’s Jail complex, as well as over 16,000 artifacts.

Richmond’s story, like the discovery of the intact remains of the Lumpkin’s Jail Site, is unique.

Over the last twenty years, teams of individuals and groups have worked together to locate the remains of known locations of significance in the telling of Richmond’s enslavement heritage. Through the efforts of the RSTC and other groups, like the Defenders for Freedom, Justice & Equality, these stories and their connections to the everyday life of Richmonders today are being illuminated and unearthed.

Their work has produced a rich timeline of achievements, as shown on the following page. Though there have been other significant efforts to preserve Richmond’s enslaved history, this timeline notes those actions taken by the City of Richmond and the Richmond Slave Trail Commission.

¹ The term Upper South was often used to refer specifically to the Confederate states that did not secede until after the attack on Fort Sumter — Virginia, North Carolina, Tennessee, and Arkansas. This can also include the border states of Kentucky, Missouri, West Virginia, Maryland, or Delaware in the Upper South. Often contrasted with the states considered to be of the Deep South—Georgia, Alabama, South Carolina, Mississippi, and Louisiana.

² During the busiest era of Richmond’s slave jail operations, roughly early 1800s to mid-1800s, enslaved people were descendants of Africans brought from the continent. Since they were enslaved, they would not have been citizens so not called Americans—though most would agree that enslaved people deserved the right to be called Americans. Additionally, while visiting schools with African American student populations, the consulting team found that students identified more with the idea that enslaved people were Black, like them, rather than African. With these considerations in mind and following the practice of numerous scholars, this document, calls Richmond’s enslaved population, enslaved Blacks rather than Africans or African American.

NOTABLE ACHIEVEMENTS IN UNEARTHING RICHMOND'S ENSLAVEMENT HISTORY

1993

"Healing the Heart of American History Unity Walk," which highlighted the buried history of Richmond's history of enslavement.

1994

Mayor Walter Kenney creates the Unity Walk Commission to support the sites first marked in the "Healing the Heart of America" history walk in 1993.

1998

The Slave Trail Commission is established by the Richmond City Council to preserve the history and legacy of slavery in Richmond.

2003

Funds are received from City Manager Calvin Jamison to ship the statue from Liverpool, England. Artist Peta Broadbent commissioned to create the Reconciliation statue.

2002

Funds are approved and accepted by Richmond City Council to commission a Reconciliation statue.

2005

Richmond Slave Trail Brochure is designed and distributed, showing the location of 17 sites related to the history of slavery in Richmond.

2006

Supported by \$5,000 grants from both ACORN and the Virginia Department of Historic Resources, the Preliminary Archaeological Investigation of the Lumpkin's Jail Site reveals mid-nineteenth-century cultural deposits on the site and identifies several key features, including river cobble, paved surface and structural foundation elements.

Based on this study, funding for further archaeological excavation is secured through Richmond City Council, the City of Richmond (\$100,000) and the Virginia Department of Historic Resources (\$50,000) under Governor Tim Kaine. Land for Reconciliation Statue is donated by the Commonwealth of Virginia.

2007

On land donated and maintained by the Commonwealth of Virginia, under Governor Tim Kaine, the international unveiling of the Richmond Slavery Reconciliation Statue takes place at 15th and E. Main Streets. This includes design and construction of the Richmond Slavery Reconciliation Statue plaza and statue erection.

Richmond City Council marks the unveiling of the statue proclaiming March 30th as Richmond Day of Reconciliation.

Virginia General Assembly votes unanimously to express profound regret for the involuntary servitude of Africans and calls for reconciliation among all Virginians.

Though there have been other significant efforts to preserve Richmond's enslaved history, this timeline notes those actions taken by the City of Richmond and the Richmond Slave Trail Commission.

2008

Virginia Commonwealth University (VCU) agrees to suspend plans to repave a parking lot space they had recently purchased that was believed to include an early African burial ground. The parking lot was part of a larger area that included the Lumpkin's Jail complex.

Archaeological data recovery investigation of the Lumpkin's Slave Jail Site takes place, during which the remains of the complex, remarkably intact, were discovered along with 16,000 artifacts.

Negro Burial Ground is renamed as the African Burial Ground, providing additional evidence of Richmond's role in the domestic slave trade.

2009

Development of the Richmond Slave Trail Marker Program Signage; Commemorative Site: Lumpkin's Slave Jail; and the original concept for the Richmond National Slavery Museum.

"Digging up the Past at a Richmond Jail," an article on the excavations at the Lumpkin's Jail Site, is published in Smithsonian Magazine.

2013

The National Slavery Museum Foundation is established to preserve and interpret authentic sites and artifacts in Richmond to tell the story of the slave trade.

2011

Installation and unveiling of 17 Richmond Slave Trail Markers located along a 2.6-mile trail throughout the East End of Richmond that depict the journey, impact and role Richmond played in slavery's tragic history.

The Commonwealth of Virginia secures the site of the African Burial Ground from Virginia Commonwealth University following the Slave Trail Commission's work with the city to reclaim it.

Lord Cultural Resources conducts a two-day visioning charrette and two community meetings to establish a concept for the Slave Trail Heritage Complex in Richmond.

With support from Governor Bob McDonnell, Virginia Senate Bill 971 passes, authorizing VCU to transfer the site of the African Burial Ground to the City of Richmond for use specifically as part of the Slave Trail.

RSTC and the City of Richmond presents proposal to Gov Bob McDonnell for a Burial Ground, Genealogical Center, Lumpkin's Jail Pavilion/Slavery Museum. As a result, Governor McDonnell places \$11 million in his budget toward these efforts.

2015

Richmond City Council amends initial city budget appropriation of \$5 million for the design and construction of the Lumpkin's Pavilion within the Heritage Center at the Lumpkin's Jail archaeological site with an additional \$3,050,000 for FY2016. This funding is in addition to the \$11 million dedicated by the Commonwealth for improvements to the Slave Trail and the planning, design and construction of the Pavilion at Lumpkin's Jail and a slavery museum.

METHODOLOGY

Robert Lumpkin's Shockoe Bottom lots 62, 63, and 64 evolved from a slave holding pen to what would become Virginia Union University. This mirrors the trajectory and resilience of Richmond's population. The allocation of funds "for expenses incurred for the development of the Slavery and Freedom Heritage Site in Richmond, including Lumpkin's Pavilion and Slave Trail improvements" project presents an opportunity to address the next phase in the development of the city's enslavement heritage sites.

Understanding that the diversity of thoughts and ideas across Richmond's communities are among its greatest assets, the office of Mayor C. Dwight Jones and the City of Richmond re-engaged Lord Cultural Resources for an in-depth community engagement process to both publicize the existence of the Lumpkin's Jail Site, as well as to understand what residents believe should happen on the site in the future.

When determining the best way to reach residents, the team looked at city council districts, school zones and the James River as segmentation lines. Community conversations were designed to inspire residents to think critically about their own feelings on Richmond's involvement in slavery's past and allow them to articulate the potential for the site's development.

Conversation hosts were identified through city council members, school officials and consulting team partners. Hosts provided a range of services in addition to facilities, such as audiovisual support, refreshments and, most importantly, access to their audiences and extensive networks.

A particular focus of the team was Richmond's youth population. In each community, the team sought meeting locations that would accommodate 80-100 people and have larger outreach networks that would assist in generating excitement and greater interest throughout the community.

Technology has reshaped the way many citizens engage. So to allow an even greater voice for citizens, the team launched an interactive website where Richmonders were asked to submit ideas and participate in the discussion. Social media was a key component of the communications and outreach plan, augmenting input from participants not able to attend the community conversations.

The engagement launched in the fall of 2015 with a press conference at Ancarrow's Landing, the beginning of Richmond's Slave Trail.

The team reached more than a thousand Richmonders through:

7	Public Meetings
8	Classroom Visits
450	In-person engagements
133	Outreach to teachers, administrators, houses of worship and libraries
955	Unique visitors to the website

**Well over
= +1,500
Richmonders
engaged!**



The map above shows the location of the public meetings convened by the Richmond Speaks team. Because the story of Lumpkin's Jail Site is a Richmond story, meetings were held in every area of the city.

I want him to learn about the struggle that we (African Americans) had to endure for 300 years.

honest
acknowledgement

I think that they should know the truth
Get older people that might have lived a slave or civil rights mover to talk and impact the lives of many young people.

Archaeology exposed -
I want to touch the historical layer

What if you don't want your younger siblings to know about it like what if you just don't want them to learn about slavery and just leave alone because by the time they get to high school or where ever they probably not gone to learn about it so nothing really

want site to connect well
w/ 17th St market,
Main St. train shed,
Burial Ground

To learn from the way of living that the people in the past lived and use that ~~knowledge~~ knowledge in a way to help/benefit or teach others.

Would like to see an interpretive Center -
No Museum

A big green space surrounded by interpretive buildings and monuments, and Lumpkin's Jail and the slavery museum too,

The narrative of its exhibits & interpretive elements are effective complements to those of the East Marshall Well Project + new Black History Museum

I want them to be reminded of the horrors of slavery so it is never repeated

Where in this site is the rendering of the Sacred Ground plan?

HOW TO USE THIS REPORT

This report is the result of the Richmond Speaks engagement.

It is to be **used by Richmonders, architects and planners** alike as **a foundation upon which to build**. It is also a touchstone – a point of evaluation – holding residents and city officials accountable **for the future of the Lumpkin’s Jail Site** development, as well as related sites.

What’s inside?

Chapter 1: Engaging Richmond - Background and methodology for community engagement.

Chapter 2: Key Findings - What do Richmonders want at the Lumpkin’s Jail Site? The key findings from the conversations across the city are presented first as big ideas, then supported by quotes taken directly from meeting attendees.

Chapter 3: Implications for the Lumpkin’s Jail Site - The implications of the key findings are priorities that must be addressed in every facet of development of the site. The priorities are supported by suggested ways to bring these ideas to fruition. All ideas presented come directly from interviews, community and school conversations.

Chapter 4: Next Steps - The next steps of the community engagement process and development for the site are detailed in this section.

Appendix A - A listing of all of the adult individuals, schools and administrators, funders, hosts, as well as city officials, that participated and made this community engagement possible. *School participants are not listed by name, they are encompassed within their educational institution listings.*

Appendix B - Notes from community and school conversations that led to the development of Key Findings and Implications.

DIRECT QUOTATIONS

Throughout the Richmond Speaks engagement process, Richmonders were clear in their communication. Within this document, participant quotes are used to illustrate a finding or conclusion. In Chapter 2, we present a Key Finding, then support it with words from community participants.

BEST PRACTICE EXAMPLES

Several examples of cultural institutions and sites were used by Community Conversation participants to illustrate what they would like to happen concerning the Lumpkin’s Jail and related sites. Images of those places along with descriptions of their relevancy are provided in Chapter 3: Implications.

Chapter: 2

Key

Findings

Excitement, awe, inspiration and yes, even a healthy dose of trepidation and suspicion: these are the words public meeting participants across the city of Richmond used to describe their feelings about the Lumpkin's Jail Site. Many walked into the conversations brimming with anger – incensed with the idea that any development would take place on, what most agreed, is sacred ground. Others came with the hope that now the citizens of Richmond and the Commonwealth of Virginia were finally willing to face another facet of their past. All came with a desire to ensure that this time, something happens to commemorate the story of enslaved Blacks in Shockoe Bottom.

All listened carefully to a presentation from Mayor Dwight C. Jones in which he recounted the allocation of funds available and Virginia State Delegate Delores McQuinn talked about the continuing work of the Richmond Slave Trail Commission to literally unearth evidence of the past, like the Lumpkin's Jail Site and related slavery heritage sites. To lend context to the importance of the Lumpkin's Jail Site, consultants showed examples of the treatment of other sensitive sites across the globe.

Then it was up to Richmonders. Participants were asked:

- Where do you live in Richmond and how long have you lived here?
- Based on the presentation (and anything else you might know), what are your thoughts about the Lumpkin's Jail Site?
- How can this site become a tool for:
 - » Teaching young people
 - » Encouraging reconciliation
 - » Making Richmond an international destination

This chapter shares the key findings from those conversations supported by *direct statements* from the participants. The key findings represent multiple voices from multiple meetings.



Richmond Speaks participants came from far and wide. The shaded circles indicate the location and concentration of responses across Richmond, VA.

What do people want to know?

Was there ever going to be a ballpark built on top of the African Burial Ground?

No. Plans were considered to spur development in the Shockoe Bottom area. A ballpark to be located a few blocks away from the Lumpkin's Jail Site and the Burial Ground, was a part of those plans. There are no plans being considered for the area near Lumpkin's Jail.

How will the money be spent?

Breakdown of State and City Dollars:

State: \$11M Total

- \$1M - Improvements to the Slave Trail
- \$5M - Planning, Design and Construction of the Pavilion at Lumpkin's Jail
- \$5M - Planning, Design and Construction of a slavery museum

City: \$8M Total

- All money is for the design and construction of the Pavilion at Lumpkin's Jail

Is Lumpkin's Jail Site the only site that will be developed?

No. As it has done for the last twenty years, the RSTC is developing sites pertaining to Richmond's enslavement past in phases. The Lumpkin's Jail Site and related sites are being developed now and others will come online as funding becomes available.

Have decisions about the site already been made?

No.

What will the process be like for protecting the assets (the site, artifacts, etc.) from flooding and site construction?

The loose artifacts have been collected, removed and put in storage. During construction, the archaeology team will be on site and sediment controls will be put in place to protect the site and in situ artifacts (cobblestones, building foundations, etc.) The concept is to construct a series of flood walls around the site in tandem with a small "pumping facility." While all precautions will be taken, hurricanes and other natural disasters may pose a threat to the archaeological site.

What is the city doing to consider alternative Shockoe Bottom heritage site plans?

The *Richmond Speaks* engagement was initiated to gather feedback from across the city to understand options and alternatives for the Lumpkin's Jail and related heritage sites. As a result of this outreach process, over a thousand Richmonders have been engaged, many that knew nothing about Richmond's significance in the domestic slave trade. This included classroom visits at every Richmond High School. The result of those engagements are recorded in this report.

A) RICHMONDERS WANT A PLACE THAT IS AUTHENTIC — THAT TELLS THE WHOLE STORY, THAT COMMUNICATES REAL EMOTIONS AND ALLOWS PEOPLE TO EXPERIENCE WHAT IT WAS LIKE AT LUMPKIN’S JAIL SITE.

The Lumpkin’s Jail Site needs to be developed into a meaningful place that puts the history of the jail— what took place there — in the context of Richmond’s, the slave trade’s and the nation’s histories.

Participants want to know what the Lumpkin’s Jail Site looked like, and they want the artifacts on display. They want the excavation to be visible, and they want to see and touch the cobblestones. They want an immersive experience and a place where they can learn more about their families’ pasts.

Some worried about the harshness of the story and if that will turn visitors away but they want the Lumpkin’s Jail Site to be authentic. They want the truth told at this site. They want the stories told, possibly heroic stories. They also want a connection to the African American experience of today.

“This is the untold secret truth. This is real. This is the beginning.”

Community Participant, Richmond Tenant Organization (RTO)

“Give the raw version, not the textbook version. Don’t downplay it.”

Student, Armstrong High School

“In 2020, I would hope to take my little brother to not necessarily a museum but a historical site. One with authenticity and is informative like no other.”

Student, Huguenot High School

“Invoke emotions, not just the head but the heart.”

Community Participant, Martin Luther King, Jr. Middle School

“It should be immersive, interactive/immersive. Not just renderings.”

Community Participant, Martin Luther King, Jr. Middle School

“Capture the experience of the enslaved.”

Community Participant, Franklin Military Academy

“Seventeen years ago there was very little mention of racial history – but identifying the Slave Trail changed this pattern. Lumpkin’s gives an opportunity to tell the horrible story of that history.”

Community Participant, Martin Luther King Jr. Middle School

“Black on black – disrespect of human life among race. School dropouts. If our children could touch base with the reality of how our people were locked up and caged like animals. The impact. Take people back. Feel and touch and walk around. It will enter spirits. You have to go through it.”

Community Participant, Richmond Tenant Organization

Images on opposite page, from top:

Historical sketches of the Jail in the 1800s; courtesy of the Virginia Historical Society. Participant at the Community Conversations; photo taken by Carl Schrónéz of the Culture of Creativity.

Posters at the September 10th Community Conversation at Martin Luther King, Jr. Middle School; photo taken by Carl Schrónéz of the Culture of Creativity.

Post-its from Community Conversation Meetings; image courtesy of Lord Cultural Resources.

B) RICHMONDERS FEEL STRONGLY THAT THE GEOGRAPHICAL AREA OF THE SITE SHOULD GROW BEYOND THE LUMPKIN'S JAIL SITE AND BE BROAD IN SCALE.

There is a desire to include related sites on the story of enslavement and the surrounding area in developing the site as well. This includes further archaeological digs.

There is concern about the Lumpkin's Jail Site being too narrow of a focus. Some are questioning why more in the area is not being developed.

"You cannot talk about one site without another in the Bottom - all [are] connected."

Community Participant, Huguenot High School

"Why is the area designated for reconciliation (i.e, Lumpkin's Jail) so small an area? There is so much to say and so little a space."

Community Participant, Franklin Military Academy

"Lumpkin's needs to be opened up for broader connection with the history of the area."

Community Participant, Franklin Military Academy

"What do we intend to do with the rest of the surrounding property and archaeological sites?"

Community participant, Martin Luther King, Jr. Middle School

"Lumpkin's should be the hub - with spokes (with green space and bronze spaces); elegant like Birmingham."

Community Participant, Huguenot High School

"Archaeology must be completed prior to construction - there is more down there."

Community Participant, Huguenot High School

"Start with a master plan for Shockoe Bottom, not just a single site."

Community Participant, Huguenot High School

"If the pavilion or museum construction goes through and if it is economically profitable, will the rest of Shockoe Bottom be commemorated for its significance?"

Community Participant, Martin Luther King, Jr. Middle School

"Have to show magnitude of the trade - this requires a larger acreage."

Community Participant, Martin Luther King, Jr. Middle School

"Lumpkin's alone is insufficient to demonstrate the impact of slave trade on Richmond, Virginia, US and the World."

Community Participant, Martin Luther King, Jr. Middle School

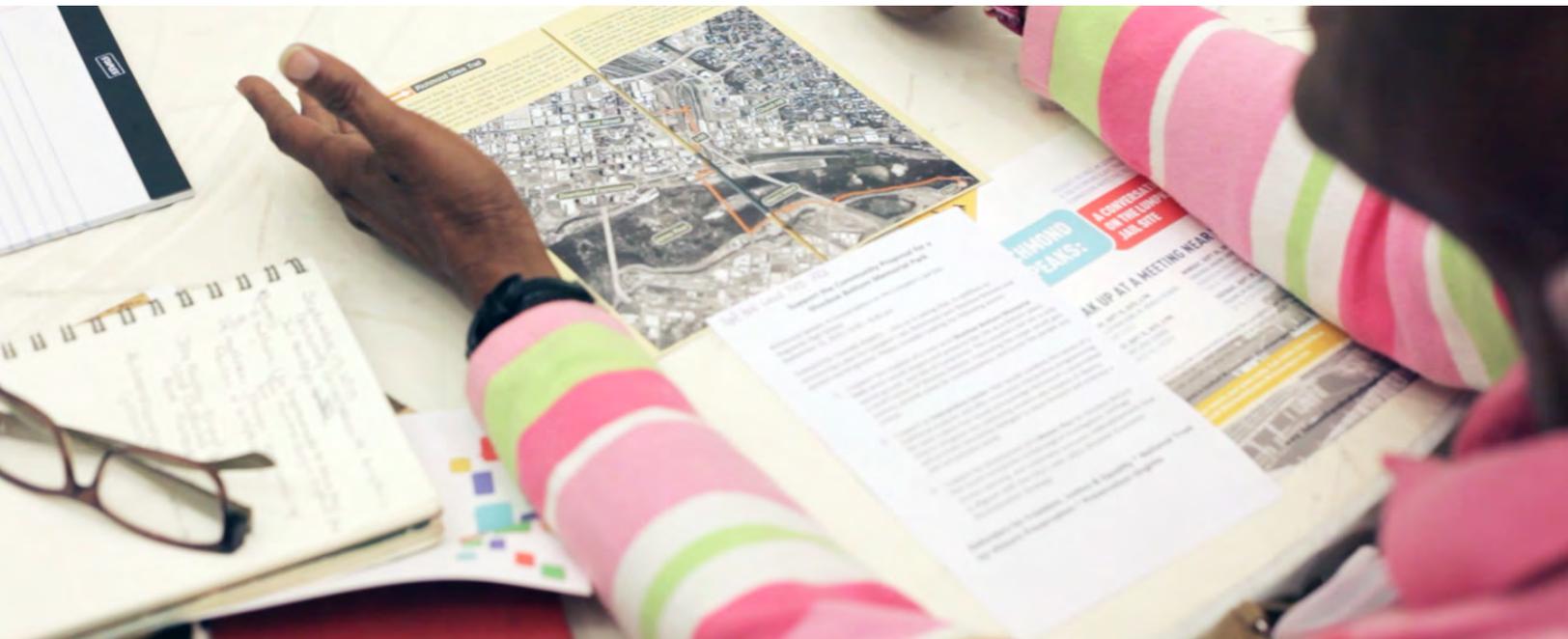
Images on opposite page, from top:

Historian and Archaeologist Matthew Laird presenting on the Lumpkin's Jail Site; photo taken by Carl Schrónéz of the Culture of Creativity.

Post-its from Community Conversation Meetings; image courtesy of Lord Cultural Resources. 2008 Excavation of Lumpkin's Jail Site; courtesy of City of Richmond Slave Trail Commission. Participant at the Community Conversations; photo taken by Carl Schrónéz of the Culture of Creativity.



Memorial
Park for
Reflection



C) RICHMONDERS FEEL LUMPKIN'S JAIL SITE NEEDS TO BE AN ACTIVE SITE OF LEARNING AND CONNECTED TO THE SCHOOLS OF RICHMOND AND THE COMMONWEALTH: ELEMENTARY, SECONDARY, AND HIGHER EDUCATION.

The site needs to be incorporated into the curriculum and used as a resource to help students and children learn about the history of slavery. The young population of Richmond needs to be engaged with the site.

Participants suggested a variety of opportunities, including young tour guides who are actively involved in excavation (with a public dig) and given opportunities to interact with the site and artifacts.

"I want to know WHY? Why did people think it was okay to do that to another person?"

Huguenot High School Student, asking why slavery happened in the first place and why it still happens

"Get information to the schools. Most Black history I don't learn here [at the schools]. I do my own research."

Student, Armstrong High School

"Opportunity for teens to learn through volunteering."

Community Participant, Huguenot High School

"Teach history to young people to build pride. New perspective. Teaching the truth about history with pride. Link with confederate sites to tell a broader story/reconciliation."

Community Participant, Huguenot High School

"Creation of teaching institute in the multi-purpose site."

Community Participant, Huguenot High School

"The happy ending is Virginia Union University, so the campus of VUU has to be a part of the monument."

Community Participant, Huguenot High School

"Provide community service opportunities to students in the area."

Community Participant, Franklin Military Academy

"I want my younger ones to see where we came from and know our history."

Community Participant, Franklin Military Academy

"Have young people in advisory role in planning of this -producers and consumers of final product."

Community Participant, Huguenot High School

"Make part of curriculum - make sure we have qualified teachers to teach it."

Community Participant, Huguenot High School

Images on opposite page:

All Post-its from Community Conversation Meetings; image courtesy of Lord Cultural Resources.

Photo of activities and participant from Community Conversation meetings; taken by Carl Schrónéz of the Culture of Creativity.

Showing to Impact
Telling the story
we need to tell the
STORY

Need to expand the
Story

if there is a
museum, needs to
be someone to
do collaborative work
w/ B.H.M.C.C., Valentine,
historical society,
libraries, etc



~~Special~~ Special
attention to the
views of the
African American
and descendant
community

I would like to
have audio tours
available through
smart phones
so that we can
hear about
Slavery + its history

D) RICHMONDERS FEEL THAT SOMETHING HIGHLIGHTING THE STORY OF SLAVERY NEEDS TO HAPPEN NOW.

Richmonders attending meetings in person, participating online, and even some students expressed wariness and disbelief that anything will ever happen in Shockoe Bottom.

Many felt that so many opportunities have been proposed and never brought to fruition. They expressed a sincere desire to see something happen immediately to commemorate the importance of this place to the city.

“It’s a necessity [developing the site]. If we don’t do something now, we are downplaying it.”

Student, Armstrong High School

“The time is now, we’ve talked about doing something in Shockoe Bottom for so long and nothing has happened. It’s time for something to happen.”

Community Participant, Huguenot High School

“Lumpkin’s gives an opportunity to tell the horrible story of that history. Lot’s of people don’t know it, but it’s a story that deserves to be told.”

Community Participant, Martin Luther King, Jr. Middle School

“There are a number of community conversations; hope it will result in something fruitful and respectful.”

Community Participant, Huguenot High School

“I’m amazed at how long the site has been hidden from consciousness and view. Richmond is far behind in doing this.”

Community Participant, Huguenot High School

“Why doesn’t Richmond want us to know about our history?”

Student, Huguenot High School

“There is a mentality – what they going to do, they do anyway. People feel like they don’t have a say.”

Community Participant, Richmond Tenant Organization (RTO)

“I grew up in Richmond. I feel guilty that I didn’t know this was here. We have to get this story out.”

Community Participant, Martin Luther King, Jr. Middle School

“Finally an acknowledgment that all these lives matter. We were taught those black lives didn’t matter. Now we want to find out as much as possible about those lives.”

Community Participant, Huguenot High School

Images on opposite page, from top:

Photos of Participants at the Community Conversation meetings. All photos taken by Carl Schrónéz of the Culture of Creativity.

Post-its from Community Conversation Meetings; image courtesy of Lord Cultural Resources. 2008 Excavation of Lumpkin’s Jail Site; courtesy of City of Richmond Slave Trail Commission.



I would come
back to Lumpkin
Jail so I can
learn more about
my ancestors
heritage mine as
well

theres so much
to learn about
black African
history and what
they went through
wasn't humane

but if you think
about it you'll
never know it
all but it's good
to learn as much
as you can!



E) RICHMONDERS EXPRESSED CONCERN ABOUT THE ALLOCATION OF MONEY AND IF IT IS ENOUGH TO SUSTAIN WHATEVER IS DEVELOPED — A MUSEUM, PAVILION, PARK, ETC.

There is concern that the development of the Lumpkin's Jail Site will create competition amongst the other museums, specifically the Black History Museum. People worry that there are too many museums and historical sites in Richmond and not enough resources and funding for all to successfully operate. People would also like to see the organizations work together.

"How much has all of this (outside consultants) cost tax payers in 2015? Why not just ask us, informed Richmond enslavement specialists?"

Community Participant, Martin Luther King, Jr. Middle School

"I'm worried that talk of a new museum will take away from existing projects like the Black History Museum."

Community Participant, Martin Luther King, Jr. Middle School

"Would like to see projects build consortium within Richmond, cross promotion of organizations, like Lumpkin's Site and the Black History Museum."

Community Participant, Franklin Military Academy

"What is the \$19 million dollars is going towards, how quickly will it be spent, and is there enough money?"

Community Participant, Franklin Military Academy

"Something like South Africa District Six Museum, with a small physical footprint but tours, art and events."

Community Participant, Martin Luther King, Jr. Middle School

"Make sure the project is sustainable and done right."

Community Participant, Huguenot High School

"Sustainability for multiple overlapping/competing museums is dubious — site should reflect the seriousness of the history, not a risk/burden for the city."

Community Participant, Martin Luther King, Jr. Middle School

"Potential for competing brick-and-mortar black history facility under development in Jackson Ward."

Community Participant, Huguenot High School

"How much money will be spent on building the museum? Will any money be kept for operating expenses?"

Community Participant, Huguenot High School

"How do we do something different, expose the archaeological site but create something that doesn't compete with BHMCC?"

Community Participant, Martin Luther King, Jr. Middle School

Images on opposite page, from top:

Delegate Delores McQuinn presents at the Community Conversations meeting; photo taken by Carl Schrónéz of the Culture of Creativity.

Participant at the Community Conversations; photo taken by Carl Schrónéz of the Culture of Creativity.

Lumpkin's Jail Site groundbreaking; photo courtesy City of Richmond Slave Trail Commission. Post-its from Community Conversation Meetings; image courtesy of Lord Cultural Resources.



Innovative interpretation of multiple layers of history

Archaeology exposed - I want to touch the historical layer

F) RICHMONDERS WANT SPACE TO BE ALLOCATED FOR A PLACE OF HEALING, REFLECTION, AND RECONCILIATION.

Participants feel that the Lumpkin's Jail Site can bring people together. In telling a complete history, the site needs to be a part of the healing process and also honor African ancestors.

"There is a darkness in Shockoe Bottom... it won't be healed until the whole ugly story is told."

Community Participant, Martin Luther King, Jr. Middle School

"Encourage reconciliation: create one Richmond, rather than two."

Community Participant, Huguenot High School

"Telling the truth is what helps to lead to reconciliation."

Community Participant, Huguenot High School

"Whenever you bring people together, you have opportunity to create space for reconciliation."

Community Participant, Martin Luther King, Jr. Middle School

"If we don't recognize that these lives matter, how can we tell current students that Black Lives Matter?"

Community Participant, Huguenot High School

"Places for contemplation."

Community Participant, Huguenot High School

"We know it is wrong, so we can try to make sure it doesn't happen again."

Student, George Wythe High School

"Space for learning, quiet, weeping — space should be allocated for healing."

Community Participant, Martin Luther King, Jr. Middle School

"We are not really ready for reconciliation or a monument. This needs to be sincere. Needs to hit hard."

Community Participant, Huguenot High School

"I like the concept of a memorial park with an interpretive center, rather than a museum. Is the Lumpkin's Jail scenario set in stone?"

Community Participant, Huguenot High School

"This isn't just a tourism story, but it is a human story. There is something about the 'healing of the spirit.'"

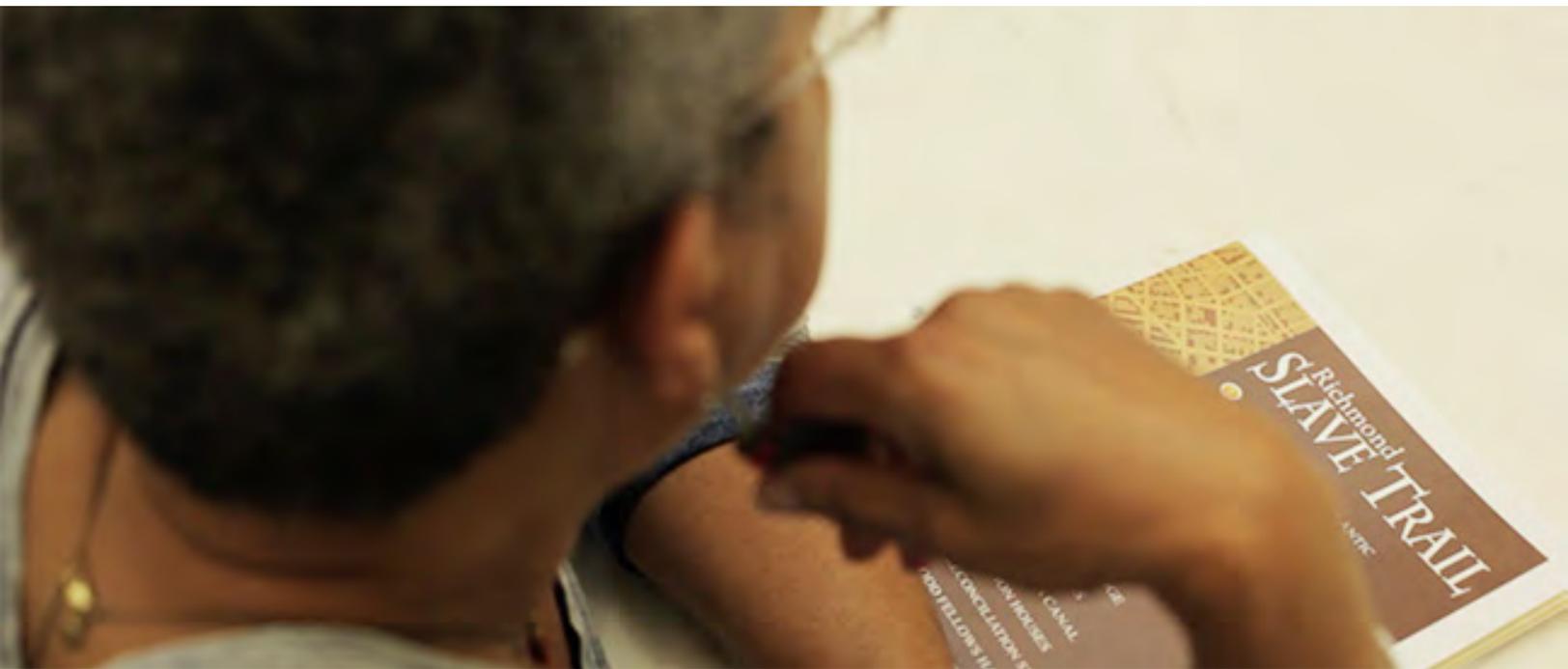
Community Participant, Martin Luther King, Jr. Middle School

Images on opposite page, from top:

Delegate Delores McQuinn presenting at the Community Conversation meeting. All photos taken by Carl Schrónéz of the Culture of Creativity.

Participant at the Community Conversation meetings. All photos taken by Carl Schrónéz of the Culture of Creativity.

Post-its from Community Conversation Meetings; image courtesy of Lord Cultural Resources.



A PLACE
TO
REFLECT
&
HEAL

I WANT TO BE
MOVED &
APPALLED

G) RICHMONDERS THINK THE LUMPKIN'S JAIL SITE WOULD BE A TOURISM DRAW FOR THE AREA, ADDING TO EXISTING EXPERIENCES AND TELLING MULTIPLE PERSPECTIVES OF THE STORY OF SLAVERY.

Richmond Tourism needs to be more inclusive of the city's diverse population by highlighting the African American history of the city.

"Further pursue UNESCO World Heritage designation. Recognize slavery as universal state of suffering. Not Richmond. Not African American. It is a universal state. Other cultures can recognize."

Community Participant, Franklin Military Academy

"This real experience will put Richmond on the map."

Community Participant, Franklin Military Academy

"People receive tour guides of color well, and they also respond well to this particular history... it's inspiring."

Community Participant, Martin Luther King, Jr. Middle School

"Public art projects could be temporary exhibits and installations, encourage visits with powerful displays."

Community Participant, Martin Luther King, Jr. Middle School

"Need potential for more excavations or sites like at Jamestown - make the archaeology the draw."

Community Participant, Martin Luther King, Jr. Middle School

"[I] want it to be global. [I want] everyone to know about it."

Student, Armstrong High School

"Make Richmond a destination by creating a unique park that commemorates and interprets the history of the trade."

Community Participant, Martin Luther King, Jr. Middle School

Telling of Multiple Perspectives:

"What was going on in the rooms above the slave trading cells in the basement?"

Community Participant, Martin Luther King, Jr. Middle School

"Southerners don't like to talk about losing the war... how one plays the game is more important than the winners and losers. [I'm] not bitter about the Civil War, [I'm] bitter about mistakes not being learned."

Community Participant, Martin Luther King, Jr. Middle School

"Want this site to express the whole story; tell of the atrocities, tell the European side of what happened."

Community Participant, Huguenot High School

"We want to hear all sides....We want to make sure there is no way you can avoid this."

Community Participant, Richmond Tenant Organization

Images on opposite page, from top:

Artifacts from Lumpkin's Jail Site; photo courtesy the City of Richmond Slave Trail Commission.

Participant at the Community Conversation meetings; photo taken by Carl Schrónéz of the Culture of Creativity.

Trail markers on the Richmond Slave Trail at the Lumpkin's Jail Site; photo courtesy of the City of Richmond Slave Trail Commission.

Post-its from Community Conversation Meetings; image courtesy of Lord Cultural Resources.



Interactive programming to promote dialogue

The importance of history, with the knowledge to learn from history.

Chapter: 3

Implications

for Lumpkin's

Jail Site

Special attention to the

and descendants

I do not want a baseball stadium anywhere near this sacred ground.

walking on hallowed ground.

Shirley

placements + historic interpretation place

It is clear from the opportunities and concerns presented by Richmonders—old and young alike—that the Lumpkin's Jail Site is important.

Based on the responses culled from the community engagement and presented in Chapter 2, the following ideas emerge as **priorities** for the site. Any development on the Lumpkin's Jail Site must be:

- Expansive;
- Community-focused;
- Educational;
- Authentic;
- Interactive; and
- Sustainable.

The implications distilled from the community engagement process bridge to real world examples. These examples are detailed for each implication.

ED

A Williamsburg or Richmond town (Staten Island) type of authentic interpretation center.

in a memorializing history, a slave

inappropriate development and a center of historic research and education

Lumpkin's Jail should be part of a larger Shockoe Bottom memorial park

I would like to see on the site a Williamsburg-style interpretive center, where the realities of slave life are portrayed, where the activities of slave auctions and the slave trade are demonstrated.

Lumpkin's in a CONTEXT of memorializing Shockee Bottom history, particularly as a slave trade center - a district protected from inappropriate development and a center of historic research and education

process should not

Vision Wall from Community Conversation Meeting. Photo courtesy of Lord Cultural Resources.

it needs to include possibility of excavating other areas.

artifacts and archive materials accessible for research

I would want them to know that they should be proud of being an African American boy/girl and appreciate our ancestors and keep on making better

Walking on hallowed ground.

Shirley

Best Practice Examples:

Several examples of cultural institutions and sites were used by community conversation participants to illustrate what they would like to happen concerning the Lumpkin's Jail and related sites.

Images of those places along with descriptions of their relevancy are provided here.

⑤
Would want them to feel special about them self cause the slavery is over so they would not have to go through ~~when~~ what are ancestor went through

PUBLIC/NATIONAL EDUCATION SITE
TO COMMEMORATE/
EDUCATE/HONOR/
PRESERVE
EDUCATION = EMPOWERMENT
= CHANGE

Consistent with Shockee Bottom Revitalization Strategy from 2011

Lumpkin's is an incredibly important Truth Telling Site
The beginning of telling the real story.

EXPANSIVE

Examples are of expansive historical sites that incorporate multiple buildings.

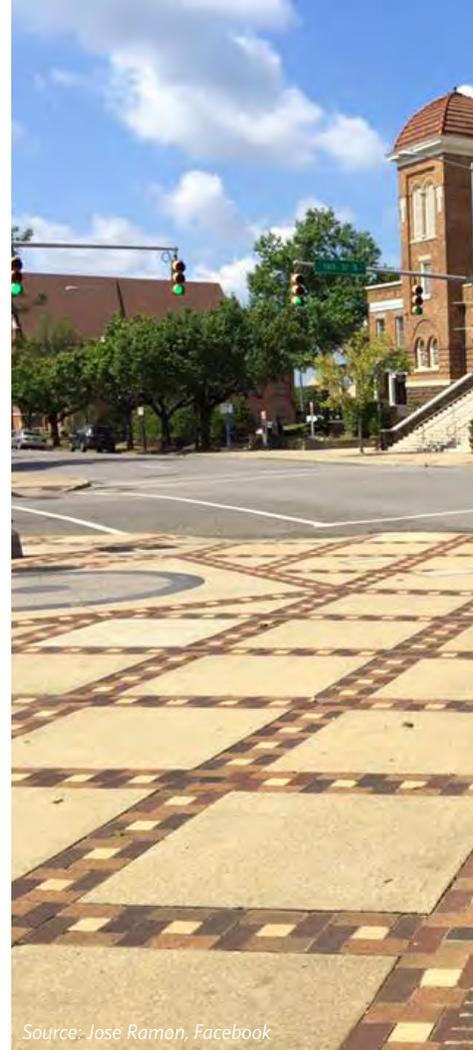
The Shockoe Bottom area has many significant landmarks related to the trade of enslaved Blacks. As funding becomes available, the vision for this story should expand beyond the Lumpkin's Jail Site to include multiple sites that tell the significant vestiges of Richmond's enslavement past.

This includes:

- The interpretation and protection of the Burial Ground through obvious signage, marking of the area as a parkland or sacred ground with appropriate operational budget.
- Providing incentives for responsible development at the Lumpkin's Jail Site that encourages appropriate commercial development in the Shockoe Bottom area, as well as allows for future development of the other related enslavement heritage sites;
- Telling a fulsome story, inclusive of the agency, resistance, and resilience of the people that were held in the jail alongside stories of the conditions of the place; and
- Conducting a comprehensive master planning process for the Shockoe Bottom area.

"This story is so big, it can't just be told in this one place."

Community Participant



Source: Jose Ramon, Facebook

Source: Manzanar Historic Site Facebook





Source: Rhonda Nadeau Zoloth, Facebook



Source: Birmingham Civil Rights Institute Facebook

Birmingham Civil Rights District | Birmingham, Alabama

Six-block area, downtown Birmingham | Designated in 1992

The Birmingham Civil Rights District includes multiple sites. It is home to the Birmingham Civil Rights Institute, a center for research and interpretation of the events of the civil rights movement. The District also includes Kelly Ingram Park, the still operational 16th Street Baptist Church, and other civil rights landmarks.



Source: Manzanar Historic Site Facebook



Source: Manzanar Historic Site Facebook

Manzanar Historic Site | Manzanar, California

814 acres | Opened in 1994

This historic site, operated by National Park Service, was a World War II internment camp where more than 10,000 Japanese Americans were forced to relocate from 1942 to 1945. People begin their visit at the interpretive center in what was the high school's auditorium and continue on to other buildings, the gardens, and memorial that honor those confined at the site.

COMMUNITY

Examples are of community gathering places where people can talk.

The Lumpkin's Jail Site must be a place that brings the Richmond community together. The site is a tangible remnant of our nation – and Richmond's – past. It is an unavoidable representation of atrocities, resistance and triumph that happened in this city.

It is to be expected that people will feel blamed, defensive, victimized, and even embarrassed. We should affirm that race does matter and create a space for people to gather and talk about it.

Through ongoing programs, the site should:

- Address race in Richmond, the United States, and beyond;
- Be a safe haven for activities and conversations about difficult topics like slavery and its impacts on society today;
- Keep dialogues current by addressing modern forms of slavery and oppression;
- Explain clearly why this place is located in Richmond and why it's important;
- Create a place of connection, perhaps through genealogy ; and
- Instill pride.

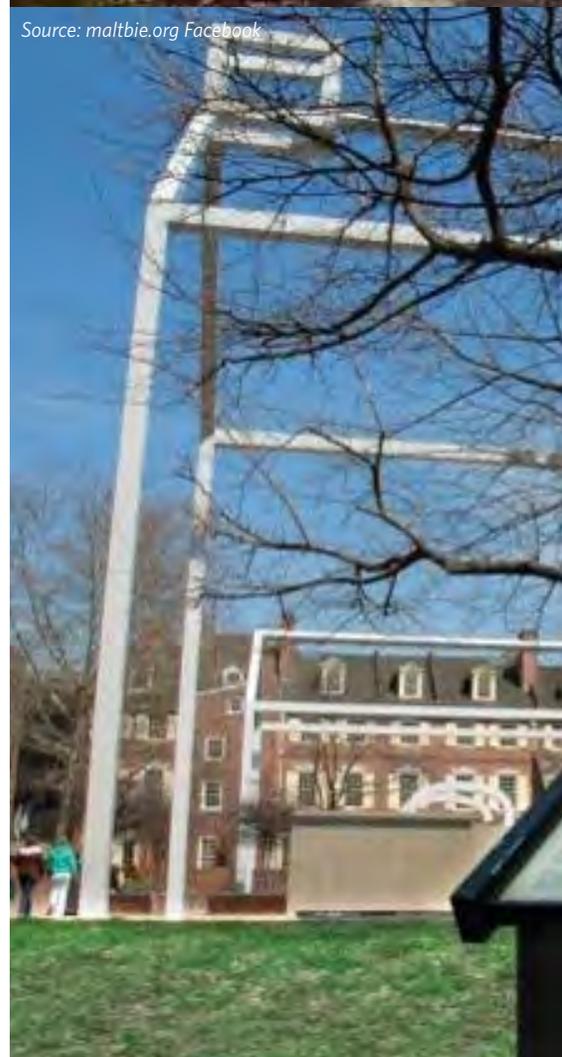
“We are the only race [African American] without history/ language that we know.”

Community Participant, Richmond Tenant Organization (RTO)



Source: dominique.deveraux Instagram

Source: maltbie.org Facebook





Source: River Road African American Museum Facebook

River Road African American Museum | Donaldsonville, Louisiana

700 sq.ft. | Opened 1994, relocated to Donaldsonville in 2002

The River Road African American Museum is a collection of buildings that were owned by African Americans from the antebellum era to the mid-twentieth century. The Freedom Garden at the museum is a place for people to come together and experience an outdoor exhibit that teaches visitors about the vegetation enslaved people used for survival, especially along the Underground Railroad. The garden and other exhibits educate people about African Americans who inhabited Louisiana and the areas surrounding the Mississippi River.



Source: Central Yeshiva University High School for Girls Facebook

Franklin Court (Benjamin Franklin Museum) | Philadelphia, Pennsylvania

20,000 sq.ft. (museum) | Museum opened in 1976

A courtyard, free to access and open to the community, that marks the location of Franklin's home and his grandson's printing business. Groups can gather inside the ghost structure, discuss Franklin's legacy and the renovated museum.

Source: TripScout Facebook

EDUCATION

Examples are of scholarly panels and advisors involved in the development of sites.

Promote unimpeachable scholarship. Education and scholarship should be hallmarks of any experience at the site. This can happen by:

- Encouraging confidence in the site’s future development;
- Creating and integrating a Scholarly Advisory Panel that includes noted African American scholars —see examples of the National Civil Rights Museum and National Museum of African American History and Culture—for the life of the project. The leadership of the project should include a well-respected African American scholar;
- Forming an ongoing partnership with Virginia Union University for multiple avenues of scholarship and engagement. This could include,
 - » An institute for further study of the domestic slave trade in Richmond; enslavement in Shockoe Bottom; the implications of enslavement and slave jails on society today; and other further areas of scholarship;
 - » Training for students in areas such as archaeology, collections, heritage administration, and as docents.
- Developing a deep relationship with Richmond City Schools, the Virginia State School Board and other universities to arrange ongoing:
 - » Field trip visits (at a minimum);
 - » Internships; and
 - » Other educational partnerships, such as after-school programming and advisory committees.
- Inspire curiosity in the minds of visitors with well-researched and developed interpretation (see *INTERACTIVE*).

“Nothing about me without me.”

[When referring to the development of anything at the Lumpkin’s Jail and related sites] Community Participant, Richmond Tenant Organization (RTO)



Source: National Civil Rights Museum at the Lorraine Motel Facebook



Photo taken by Lisa Waddle

Source: National Museum of African American History and Culture Facebook





Slavery in America lasted nearly 250 years and held captive of over 12 generations of black people. But so long as slavery existed, we did not surrender. In fighting back, groups of African American men and women sought to be free to what is professed in paper: "that all men are created equal."

The women the first African American women signed in Savannah, Virginia, in 1851, always became part of American history. It was the first of many women's organizations and the foundation of southern educational institutions. It had a similar response. By the 1850s, "We" is meant to all of us.

In the 1850s, African American men and women had no civil rights. White believed that African men were inferior and that this justified their enslavement as well as the laws and society that surrounded it. In the 1850s, African American men and women had no civil rights. White believed that African men were inferior and that this justified their enslavement as well as the laws and society that surrounded it.



Source: Morton Museum of Collierville History Facebook



Source: Ohio State University Website



Source: Earnestine Jenkins Facebook



Source: National Civil Rights Museum Facebook



National Civil Rights Museum at the Lorraine Motel | Memphis, Tennessee

52,000 sq.ft. exhibition space | Opened 1991, Panel and Renovations 2013-2014

A 24-member national scholar review committee oversaw the interpretive plan development and review of the exhibits' content, as part of the \$27.5 million renovation and expansion of the museum at the historic Lorraine Motel, where Dr. Martin Luther King, Jr. was assassinated. The primary advising scholars were Dr. Hasan Kwame Jeffries, Ph.D; Dr. Stephanie Shaw, Ph.D; Dr. Earnestine Jenkins, Ph.D; and Daniel Kiel, J.D.



Source: National Museum of African American History and Culture Facebook



Source: Christ Creative Baptist Church Facebook



Source: National Museum of African American History and Culture Facebook

Smithsonian's National Museum of African American History and Culture | Washington D.C., District of Columbia

400,000 sq.ft. | Expected Opening Fall 2016

The last Smithsonian Institute museum to be built on the National Mall; the museum was created by an act of Congress and the collection represents the African American experience. A Scholarly Advisory Committee, originally led by the late Dr. John Hope Franklin, Ph.D, helped in the development of the museum's content and programming.

AUTHENTIC

Examples are of modern architecture that incorporate and display archaeological discoveries.

Ensure access to as much of the archaeological site as possible and the visibility of the entire site.

With the discovery of the intact courtyard, the wall that separated the jail building from the rest of the site and the remnants of the kitchen buildings, the Lumpkin's Jail Site is one of the very few spaces in the United States that offers tangible evidence of the lives of enslaved Black people.

Anything built on the site must:

- Provide ongoing public access to the remains of the Jail building courtyard;
- Avoid obscuring authentic site elements (evidence) with new construction or reproduction; and
- Interpret a realistic picture of what life was like at Lumpkin's Jail Site.

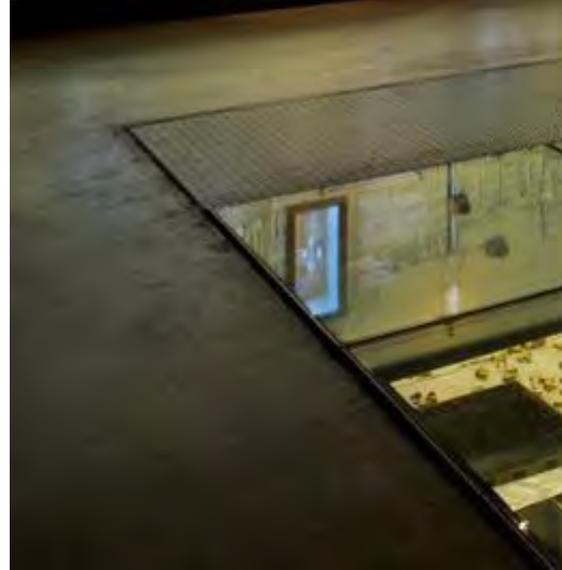
"If our children could touch base with the reality of how our people were locked up and caged like animals. The impact. Take people back. Feel and touch and walk around. It will enter spirits."

Community Participant, Richmond Tenant Organization (RTO)



Source: Historic Jamestown Facebook

Source: Montréal Museum of Archaeology and History Facebook





Source: Historic Jamestown Facebook



Source: Historic Jamestown Facebook

Nathalie P. & Alan M. Voorhees Archaearium | Historic Jamestowne, Jamestown, Virginia

7,500 sq.ft. | Opened 2006

Housing more than 2,000 artifacts unearthed by the Jamestown Rediscovery Project, the museum preserves the 17th-century architectural features of Historic Jamestowne's Statehouse.



Source: Montréal Museum of Archaeology and History Facebook



Source: Montréal Museum of Archaeology and History Facebook

Montréal Museum of Archaeology and History (Pointe-à-Callière Museum) | Montréal, Québec, Canada

155,183 sq.ft. (72,333 sq.ft. exhibition space/22,981 sq.ft. archaeological remains) | Opened May 17, 1992

In the middle of Montréal, the museum is built on top of archaeological remains and displayed in situ. The museum incorporates over a thousand years of history and was established to celebrate Montréal's 350th birthday.

INTERACTIVE

Examples are of immersive and interactive sites.

Make the site come alive. The Lumpkin's Jail Site is a representation of demoralizing and triumphant stories, simultaneously uplifting and degrading.

Be an active and engaging space by:

- Presenting opportunities for visitors to be immersed in the experience of what it would be like at the Lumpkin's Jail Site on a given day. This could be through something as advanced as digital manipulatives or as simple as living history programs;
- Wherever possible and appropriate, including Richmond schools, residents and tourists in uncovering the site through public archaeological digs;
- Engaging students as storytellers through docent training or an advisory board;
- Incorporating oral histories through live storytelling or recorded narrative throughout history; and
- Displaying public art projects - such as temporary exhibits and installations.

"It needs to be active. It needs to be a place that people want to visit, where kids want to learn."

Community Participant



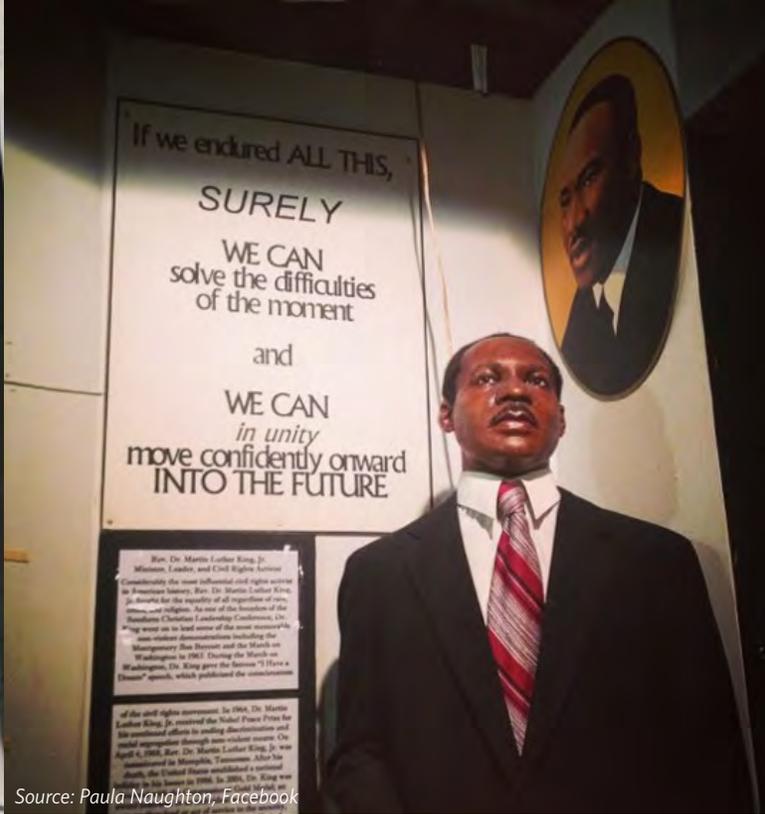
Source: Great Blacks in Wax Museum Facebook



Source: Culloden Battlefield & Visitor Centre Facebook

Source: Culloden Battlefield & Visitor Centre Facebook





Source: Paula Naughton, Facebook

National Great Blacks in Wax Museum | Baltimore, Maryland

30,000 sq.ft. | Opened in 1993, new building under development

The museum brings to life moments in African American history with 100 wax figures. Plans are currently underway to expand the museum and relocate to a new site next to its current location.



Source: Culloden Battlefield & Visitor Centre Facebook

Culloden Battlefield | Inverness, Scotland

22,000-sq.ft. (Visitor Centre), Opened 2007

Culloden was the last hand-to-hand battle fought on British soil. The mid-19th century battlefield is a place of pilgrimage for descendants of people that fought, Scots, and visitors around the world. With ongoing archaeological research and fresh historical interpretations – using interactive characters who witnessed or were involved in the battle and incorporating the latest historical and archaeological evidence – it tells the course of events through fresh eyes.

Included within the exhibition's "Battle Zone" is the immersion theatre where one can experience firsthand what it was like to be in the middle of the action at Culloden. It also includes displays of authentic weapons and artifacts found on the battlefield.

SUSTAINABLE

Examples are of sites that operate in co-existence and collaborate with others.

Create a place that is able to withstand environmental, educational, technological and fiscal changes over time.

- Responsible development at the Lumpkin's Jail Site that encourages appropriate commercial development in the Shockoe Bottom area and allows for future development of the other related enslavement heritage sites (see *EXPANSIVE*);
- Establish synergies with other related enslavement heritage sites;
- Form a relationship—this may be operational, programmatic, and/or social— with the Black History Museum and Cultural Center of Virginia so that audiences clearly understand the stories being told at each location and how they relate;
- Be willing and able to shift, expand, and if necessary, contract the perspectives offered at the Lumpkin's Jail Site and related sites as scholarship and understanding grows;
- Develop relationships with individual sites of conscience, as well as the International Coalition of Sites of Conscience, to ensure this story is told around the world; and
- Network and create connections with repositories, the Library of Virginia, universities, etc. for research and affordable collections management and storage.

“Not only a place where people learn about the past but a place where they come to talk about the future.”

Community Participant, Preservation Virginia



Photo taken by maffilms13. Source: Wikipedia
Source: Historic St. Mary's Facebook



Photo taken by Jim Henderson

Queens County Farm Museum | Floral Park, New York

Encompasses a 47-acre parcel | Dates back to 1697

The site includes historic farm buildings, a greenhouse complex, livestock, farm vehicles and implements, planting fields, an orchard and herb garden. Visitors can take part in educational programs, tours, purchase produce onsite or at Farmer's Markets around New York City. The grounds are open seven days a week, year-round from 10 am to 5 pm.



Source: Historic St. Mary's Facebook

Historic St. Mary's City | St. Mary's City, Maryland

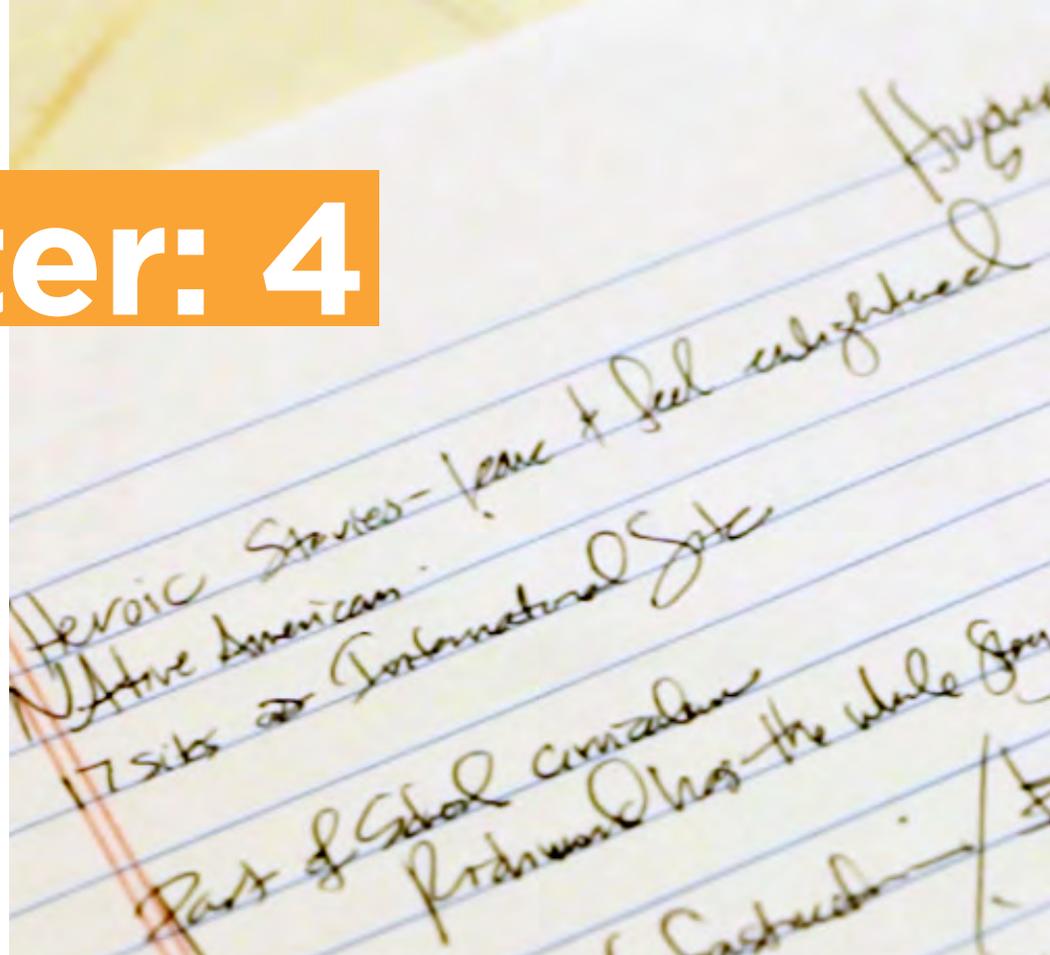
1.2 square miles (768 acres) | HSMC research department established 1966

A former Colonial town and Maryland's first capital, Historic St. Mary's City now comprises 25 sites, including an archaeological research area and reconstructed buildings. Themed tours are offered of the sites, including one focusing on African American history.

Chapter: 4

Next

Steps



This report represents the conclusion of the initial public engagement. The team encourages the community to:

- **Share the findings.** Look for the report on the website. For people to contribute civilly and in good faith, they need to know that their opinions are in fact being listened to and that they might have the ability to help create a better outcome. Present your findings to those that participated.
- **Stay connected to the process** by continuing the dialogue online at richmondspeaksaboutlumpkins.org, and with each other by seeking opportunities to participate in the development of the Lumpkin's Jail Site and other related sites. This could be through volunteerism, funding, professional services, private/public partnerships, and shared service opportunities.
- **Participate in the December 10 Public Conversation.** After reading this report, join us at the University of Richmond on December 10, at 6 PM. Participants will have the opportunity to vote on the priorities and recommend steps to accomplish goals.
- **Support** the presentation of this report to the Virginia State Legislature in January.

What will the Richmond Speaks team be up to?

- Advance programming
- Design and develop content
- Conceptual Site and Architectural Planning
- Archeological Site Analysis and Planning
- Site Analysis, Utilities Planning and Geotechnical Engineering
- Phase 1 Environmental Assessment
- Utilities Planning
- Flood Plain Analysis and Design
- Site Structural Engineering
- Concept Visualization and Collateral
- Ongoing virtual and in-person engagement, interpretation and visitor experience planning, site planning with architects, exhibition development, public and school programs, business and operations plan
- Institutional and Operational Planning

Appendix A:

Acknowledgements

- Interactives
- Examples all examples
- Models
- Will train be incorporated

I want to feel like if they were in the jail Cell

want site to connect well w/ 17th St market, Main St. train shed, Banial Ground

We acknowledge here all of those who took part in the Community Conversations. We would especially like to thank the *Richmond Speaks* team, the Mayor's Office, City Council members, and the Slave Trail Commission for their time and efforts assisting the consultants throughout the community engagement process. The consultants working on the project are listed at the end.

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Franklin Military Academy
George Wythe High School
Goodwill Midlothian
Huguenot High School
John Marshall High School
Martin Luther King, Jr. Middle School
The Red Skirt Consignment Boutique
Richmond Tenant Organization
Thomas Jefferson High School
University of Richmond
Virginia Commonwealth University
Virginia Union University
Weinstein Jewish Community Center

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Burrs, Stacy
Burton, Jazmyn
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Coker, Savannah
Coleman, Stephany
Coleman, Angelique
Copeland, Janet
Cotton, Tyla
Cox, Pam
Cronin, Ed
Cruel, Brian
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Cuffee-Glenn, Selena
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Downey, Lee
Dunkerly, Bert
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Evan, Robert
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Ferrara, Wendy
Fleisher, Paul
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Gee, Tony
Golding, Babette
Gordon, Simone
Green, Christopher
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Greentree, Richard
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Gwaley, Lauren
Hawkins, Cynthia
Hawley, Tammy
Heffernan, Kevin
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Jones, Aubrey
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Jordan, Erica
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Kellner, Doug
Kemp, Laura
Kennedy, Joyce
Kennedy, Warren
King, Iesha
Kostelny, Elizabeth
Land, Parker
Lease, Michael
Lee, A.L.
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Levy, Vickie
Lewis, Melinda
Lewis, Shantell
Light, G.
Lipper, Bob
Logan, Demetria
Mack, Henry
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Manley, Monica
Manly, Howard
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Matthews, Joey
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Moore, Dr. Roland
Moore, Dr. Blanche
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Radden, Jr., Eddie
Rader, Karen
Ragsdale, Ben
Rallani, Martha
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Rels, Marilyn
Renee, Shannon
Richardson, Ray
Richmond, John
Roane, Ronald

Robinson, Mark
Robinson, Zane
Rogers, Keith
Ross, Alphonso
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Ruckert, Carl
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Smith, Caroline
Smith, Sandra
Smith, Wiliam
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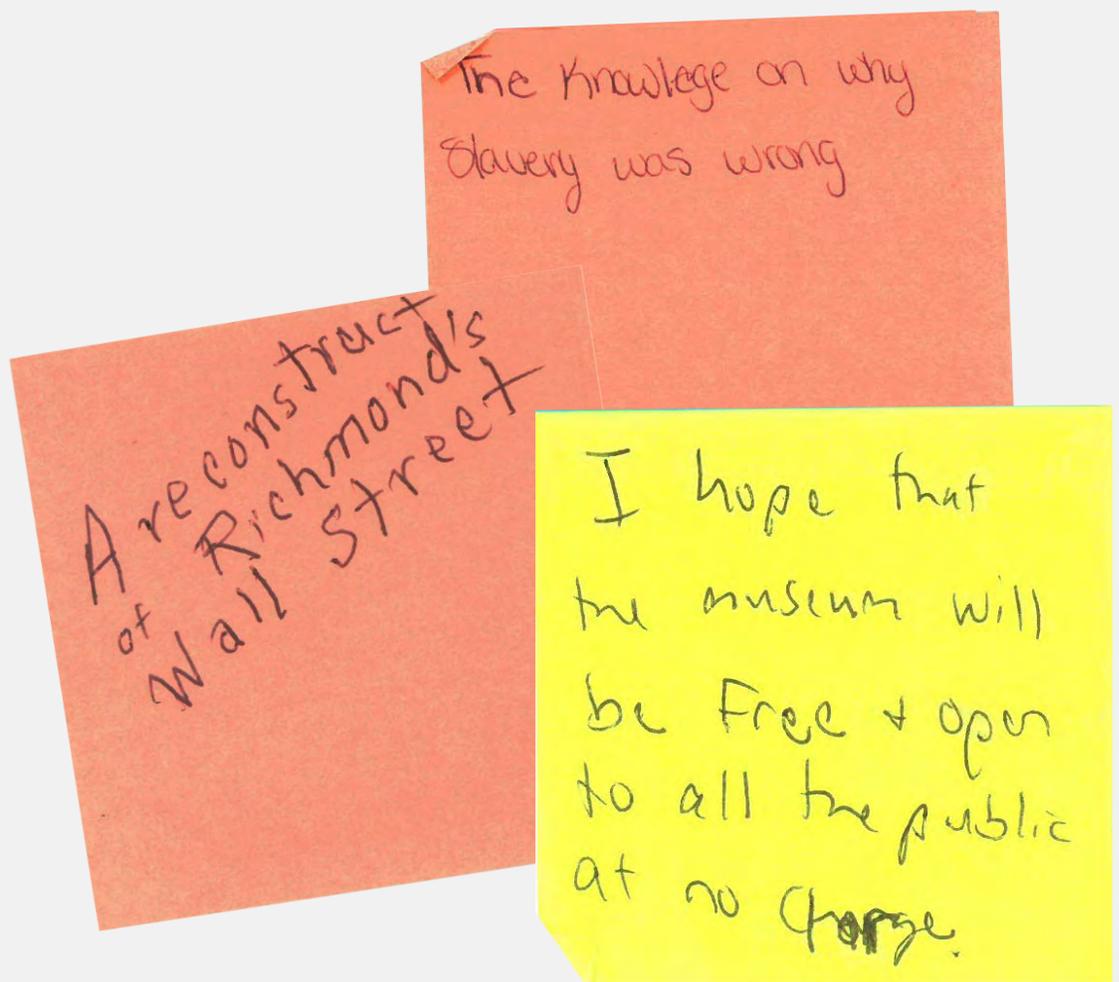
Whitehurst, Joy
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Appendix B:

Meeting Notes



Below are notes from Community Conversations, grouped by implication. Some portions are included in the body of the report.

EXPANSIVE

- Need content in comprehensive vision – all of Shockoe Bottom.
- Expanding vision – develop in context in consistent way – concern about div. sites.
- Put in larger history of area.
- Started small. Go bigger.
- Why just Lumpkin’s – link memorial parks.
- Green / open space – learn from Holocaust [museum]/Smithsonian.
- Why just picking one small piece? Urging an expansion of discussion and vision.
- Misgivings about idea of museum; magnitude of what happened.
- Master plan: How Lumpkin’s fits within it.
- Beyond Civil War. East Marshall St. Well Project, etc.
- This would tie the triangle trade together.
- Have to show the magnitude of the trade – this requires a larger acreage.
- Lumpkin’s alone is insufficient to demonstrate the impact of slave trade on Richmond, Virginia, US and the World.
- It worries me that we aren’t talking about the Burial Ground.
- Story is larger than a single site.
- This project should include consideration of sites east of the railroad tracks.
- What was going on in the rooms above the slave trading cells in basement?
- Concern: right amount of focus? Not the only place. Lumpkin’s should be the hub – with spokes (with green space and bronze spaces); elegant like Birmingham.
- Not just about slavery era.
- Link Confederate sites to have broad story, incorporate VUU.
- Richmond has the WHOLE story.
- Use James River, I-95 – illuminate history.
- In Richmond monuments represent that illumination.
- More park space.
- Want this site to express the whole story (atrocities – tell EUROPEAN side of what happened).
- Needs to include a park, perhaps – not just a museum.
- Discussion too narrow – the whole area needs to be protected and needs to be respected
- Main thought around having it as an international destination is that the whole area is a world heritage site. Consensus: Lumpkin’s is a start – they hope.
- Makes people think there was only one place, one jail.
- It’s hard to visual Shockoe because it’s all parking lots.
- Don’t ignore huge area that was Shockoe.
- Start with a master plan for Shockoe Bottom, not just a single site.
- There are a lot of “museums.” The issue is bigger than Lumpkin’s. Lumpkin’s is a hub of a large park with green space and bronze statues like in the Civil Rights Park in Birmingham. Elegant statues.
 - » Tell the heroic stories.
 - » Tell the WHOLE story.
 - The happy ending is VUU, so the campus of VUU has to be part of the monument.
- Include modern stories like VUU (not just slavery era).
- Must tell the bad, but also tell the heroic stories.

- This is one site of many. Need to acknowledge other sites matter.
- Walking site/trail and ending of Lumpkin's is very powerful. Need heritage site, but no preconceived notions of what it would look like.
- Channel too narrowly to the one site and all sites need protection.
- How they were treated in the jail, real to intense.
- I would like for city to define square footage. What happens to the rest of Shockoe? I am concerned about the commercialization of the entire area.
- What was a "day in the life?"
- People felt guilty they didn't know about the site.
- Whenever you bring people together, you have opportunity to create space for reconciliation.
- Heartfelt conversation
- Bring the truth to light.
- To bring honor to ancestors.
- Reconciliation and healing
- Bring the Richmond community together.
- An 87-year-old in group has seen much progress (hopeful there would be more by now) .
- History/pride

COMMUNITY

- Need healing.
- Access to all.
- A man and his daughter went to Mall - NMAAHC prettiest thing on mall - PROUD!
- Lack of understanding in community, make people care.
- Some new + some old at the table.
- Richmond = unique situation - space it occurred - major events.
- Continue awareness.
- Seventeen years ago there was very little mention of racial history, but identifying the Slave Trail changed this pattern.
- Lumpkin's gives an opportunity to tell the horrible story of that history.
 - » Lots of people don't know it, but it's a story that deserves to be told.
- The "whole ugly story" needs to be told.
- This isn't just a tourism story, but it is a human story.
 - » There is something about the "healing of the spirit."
- Space for learning, quiet, and weeping - space should be allocated for healing.
- Create physical space and place for people to gather.
- Wrestled with reconciliation - Black Lives Matter.
- If we don't recognize that these lives matter, how can we tell current students?
- Place for reflection.
- Places for contemplation.
- Make it a community destination:
 - » Usable
 - » Reflective
 - » Space for after-school tutoring, etc.
 - » Memorable space
- Significant preserved as is. International site/ recognizing slavery history. Bringing to light truth. Reconciliation and healing. Bring honor to ancestors.
- Recognize slavery.
- Site to bring Richmond community together.
- Bring honor to ancestors for there to be reconciliation and healing - significant emotional impact:
- Bring Richmond community together.
- Deep shame rooted in our community. We have an opportunity to resurrect what we have once segregated.

- Reconciliation: Participant surprised at self-segregation in Richmond.
 - » Is reconciliation a necessary goal here or is simply laying out the full history sufficient?
 - » Telling the truth is what helps to lead to reconciliation.
- Finally an acknowledgment that all these lives matter. We were taught those black lives didn't matter. Now we want to find out as much as possible about those lives.
- Black and black – disrespect of human life among race. School dropouts. If our children could touch base with reality of how our people were locked up and caged like animals. We have so many opportunities. The impact. Take people back. Feel and touch and walk around. It will enter spirits. At this time, we need something in place that makes you realize your humble beginnings. Beaten, killed, raped – learned how to read and write. Smart people. Ancestors of kings and lords. What we do is a disgrace for what people died for. You have to go through it. Present – not only for Richmond.
- 2020 - I feel that, in today's generation, we are still experiencing slavery, just in a different form. We are enslaving ourselves. If we were able to build a museum, a timeline should show the two different forms. For example, from when African Americans came to America to the case involving Trayvon Martin.
- Connection to past, present and future. Compare the THEN to NOW. Racism still goes on now.
- People in bondage – economically, socially, etc.
- Difficulty: what happened here and the ongoing issues today.
- Need colleges to take ownership.
- Integrate VCU.
- Colleges / academics
- People appreciate learning the story of Richmond's enslavement history.
- Make Richmond a destination by creating a unique park that commemorates and interprets the history of the trade.
- Educational
- Schools, churches – field trips (and other orgs connected to history).
- Education creates a cross-section of understanding.
- Really be part of school curriculum (hands-on experience and education).
- Focus on education, technology and infrastructure.
- Make part of curriculum – make sure we have qualified teachers to teach it.
- Creation of teaching institute in multi-purpose site.
- How to make this a part of the Richmond school curriculum?
- Educational Opportunities:
 - » Field trips
 - » International attraction
 - » Teen volunteers
 - » Churches and other nonprofit organizations
- Teach history to young people to build pride. New perspective. Teaching the truth about history with pride. *Link with confederate sites to tell a broader story/reconciliation.
- Connection to VUU. Incorporate. The history of VUU's beginnings. *Mary Lumpkin instrumental in starting VUU.
- Part of school curriculum.
- Informing youth:
 - » School initiative

EDUCATION

- People are interested in AA [African American] history: they want to go deeper.
- Teaching tool
- How to integrate VCU/VUU into curriculum, we need \$\$\$.
- Lease with VCU?

- » Participant wants more than what is there, interpretation, destination, physical evidence that attracts youth and younger generation – LEARNING TOOL.
- » Technological advances
- » Bring qualified teachers to classroom (Teaching Institute).
- » Teach in the way it is, no sweetness.
- » Include in Richmond curriculum.
- Incorporate Lumpkin’s Jail as part of social studies curriculum.
- Place Lumpkin’s into events such as freshman orientation, Freshman Welcome Week, Homecoming, etc.
- The history needs to be embraced and taught to Richmond Public School students before we can teach it to anyone in the rest of the world.
- Makes me feel eager to learn more about my history.
- What programming will occur on the site and how is it academically supported?
- Get information to schools. Most Black History I don’t learn here [in school]. I do my own research.
- there is more down there (Indian artifacts).
- Preserve history.
- Need to preserve and make it educational.
- Authentically make it a place for reconciliation:
 - » We are not really ready for reconciliation or a monument. This needs to be sincere. Needs to hit hard.
- Reconstructed buildings – full site:
 - » As realistic as possible, include auction block.
 - » Interactive
 - » Interpretive
- The archaeology must be completed prior to any construction.
- Foundations built? Glass coverings?
- Should be excavated.
- Glass over the excavation.
- Would like to see landscape with foundations exposed.
- Since you have unearthed original, it would be more effective to see the original! Even if you just uncover the cobblestone.

AUTHENTIC

- Affect not just the head but heart as well.
- A whole complex: all buildings should be rescued, not just the jail.
- Elements to evoke emotion: let’s use the height/ elevation difference at Lumpkin’s Jail to evoke fear, emotion – maybe have a wall as a sculptural element.
- If we put up a fence/wall, show its intent was to keep people in.
- Need potential for more excavations or site like at Jamestown, make the archaeology a draw.
- Site be preserved.
- Reconstruct entire site.
- Be as realistic as possible, including auction block.
- Archaeology must be completed prior to construction
- I want to visit it.
- Seeing actual items: the slave house.
- Rebuild it, but don’t get rid of the old stuff. Preserve it. Keep it authentic.
- We want to know exactly what it was.
- I just want to see the real deal: the chains, if you all can find them; the things they use and maybe some of the slave master’s items. I just want to visit, to have that feeling, to be there and see things with my eyes instead of just hearing.
- To bring more curiosity to people, and to bring tourists. Try to bring all the slave aspects in and try to bring all those slave aspects to present day. For example, the houses, make them look like the similar wood grain and also the same size. Maybe have activities that will

possibly simulate some activities slaves have had to do and endure.

- Can you please turn Lumpkin's Jail into a museum? Like have features in it that can really make us feel and think about slavery back then. Kids like us actually want the real deal. We want to know how they felt and what they've been through. No better way to do that than (by creating) a museum (that features) the full-effect of slavery.
- I want to go down to Shockoe Bottom to see the jail, to see how it was.
- I would like to see more artifacts as well.
- Historic site – refurbished where stuff actually happened.

INTERACTIVE

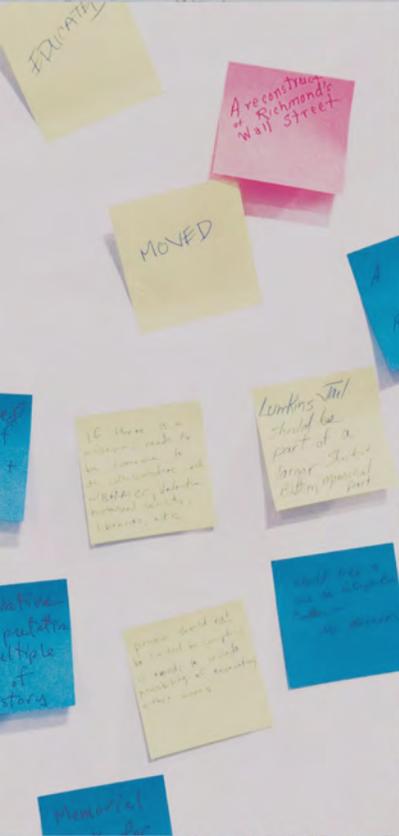
- Incorporate oral history.
- Interactive / immersive! Not just renderings.
- Interactive screens in + out.
- Public art
- The thing tourists should have an opportunity to see:
 - » A recreation of the Lumpkin's site.
 - » Look like the pictures
 - » Tourists would be more appreciative of a replica and would get more out of their RVA visit.
- The "renderings" are not adequate.
- Something like South Africa "District Six" museum, with a small physical footprint but tours, art and events.
- Space for public theater.
- Idea for a memorial park.
- Public art projects could be temporary exhibits and installations, encouraging visits with powerful displays.
- Want public art but not "municipal" art-by-committee.
- Connect with genealogical efforts/people.
- Opportunity for teens to learn through volunteering.
- Performance Space

- Interactive
- Children tell story to children.
- Tell bad, but also heroic stories – people to be encouraged.
- Integrate any initiatives on site with technology.
- Focus on education, technology and infrastructure.
- Create facility that engages youth and internationally attracts an audience.
- Make green space interactive for youth.
- Student engagement needs to be beyond just curriculum – in an advisory way (be on the vision floor); reaching out to students in an advisory way.
- Tech, apps
- Technology
- It's an evocative site.
- Use 3-D printing as a way to experience it.
- Immersive and interactive interpretation center would help to tell a larger story.
- Genealogy (could this be potential for public/private \$?) in broader sense – way to bring in and coordinate genealogy search for slaves and slave owners, abolitionists in broader sense than just Richmond.
- Must have interactive items.
- Maybe have a bronze child that could be touched and tell you a story.
- Get kids to "touch" history (out of classroom/assist in discovery of site):
- Teaching young people:
 - » Use high level technology to educate.
- Have young people in advisory role in planning of this – producers and consumers of final product.
- Site: Build in ways to reflect as you go through it. Provoke people to respond.
- Genealogy center
- Provide community service opportunities to students in the area.
- Touch + feel artifacts + re-enactment.

- I want to touch it.
- You can have wax figures of Robert Lumpkin and his family and some slaves.
- Re-enactments of how everything worked back then. Museum-type building.
- Can there be a copy of "Lumpkin's Jail" made?
- I want to visit it and dig it back up.
- In 2020, at the Lumpkin site, I would want to be a part of restoring it.
- I would like to take a virtual tour of the site.
- In 2020, an interactive, walk-through timeline from slavery's beginning to present day. It would have a child-friendly option and speakers and stories of people.
- In 2020, a big museum with moving pictures of what happened to show my little brother, so he can relate to the situation.
- I see a museum that can be interactive.
- Wax Museum - memorable experience.
- Museum could be walk-through timeline. Public speakers from Civil Rights.
- Replica of clock tower for the youth to walk through it. In conjunction with Lumpkin's Jail.
- Need to connect site with international sites of conscience.
- How do you make people come back for more than one visit? After-school programming?
- Potential for competing brick-and-mortar black history facility under development in JACKSON WARD.
- Concern about too many museums.
- Make it part of a national and international story of the slave trade.
- Tourism
- Tourism industry
- Slave Trade Tourism District
- Save Shockoe
- Slave trade district
- Make site part of national story, where it connects to international people.
- Focus on education, technology and infrastructure.
- International trails system or national trail system.
- Make it an international destination.
- A lot of discussion around it being too narrow -in its vision and in a physical sense.
- Link with New Orleans?
- Make sure the project is sustainable, done right.
- Some concern that it's too focal.
- Is building a museum feasible and what is the cost and feasibility of operating?
- Struggle to get them back [to visit] a second time?
- This should be a national opportunity with New Orleans.
- Concern that museum/site may not have funding for operation and maintenance.
- How will the site be operated and maintained? What is the annual budget? Funding feasibility? Relationship to the Black History Museum?

SUSTAINABLE

- International movement of sites of conscience sacred ground.
- Economic issues
- Worried that talk of a new museum will take away from existing projects like Black History Museum.
- How do we do something different, expose the archaeological site but create something that doesn't compete with BHMCC?
- Sustainability for multiple overlapping / competing museums is dubious. Site should reflect the seriousness of the history, not a risk / burden for city.
- Feasibility of building funding is low.
- Sustainability of museum is low.



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