

ATLAST

Alliance for Teaching the Legacies of the Atlantic Slave Trade

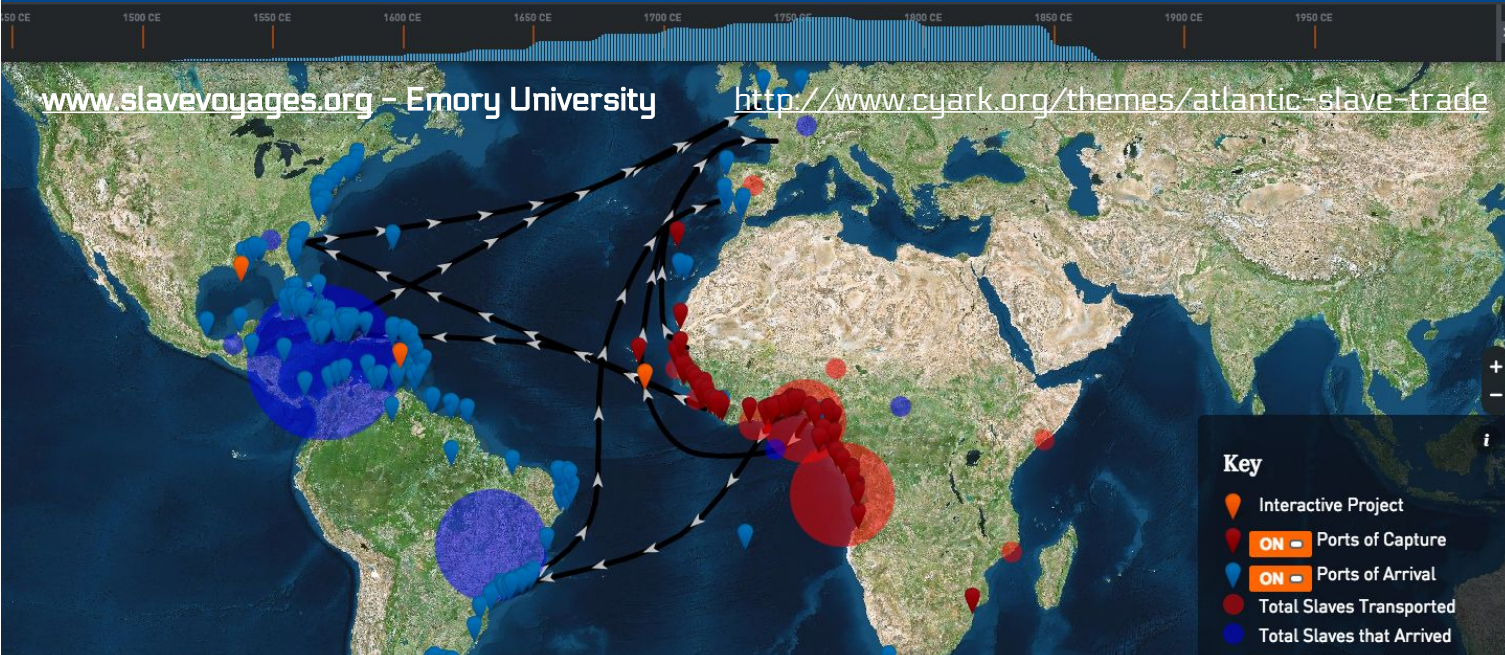
Impact on Education, Ryan Elementary, Aspen k-8, Platt Middle
School, Boulder High School, Trimble Inc.

Today the world is losing its architectural and archaeological cultural heritage faster than it can be documented.

- The Getty Conservation Institute

Documenting Sites of the Transatlantic Slave Trade in West Africa and the Americas

Digital Preservation Efforts & Engaging Students in the Boulder Valley School District



Impact on Education

BVSD

UNESCO

Michigan State University

Vanderbilt University

CU Boulder

Duke University

York University

3D Laser Scanners

Collect mm accuracy data on an object – used to construct digital 3D models (point clouds) and animations



Imaging Rovers

Collect geo-located, panoramic, high resolution photographs



UAS (Unmanned Aerial Systems)

Capture air to ground photogrammetry data



GNSS Receivers

Collect precise geographic coordinates



Project Goals

- Create a lasting digital record of sites associated with the slave trade
- Tell the complex and harrowing stories through a new 3D lens
- **Create free public access and standards-based curriculum around project for teachers**
- Leverage global partnerships to create broader public access and understanding
- Build technical capacity in US & West Africa through engaging partners, universities and students in the field work

Pilot Project: Natchez National Historic Park, Natchez, MS, US

Data captured in September 2014



Site #2: Cidade Velha, Cabo Verde

Data captured in February 2015

CyArk

PROJECTS

THEMES

NEWS

EDUCATION

ABOUT

DONATE

SHARE

Cidade Velha

EXPLORE

MAP

Cidade Velha

The First European Slave Port

First colonized in the mid-1400s by the Portuguese, Cabo Verde would quickly become the center of the largest human diaspora in history.

Beginning relatively small scaled, the town, Ribeira Grande, received a Royal Charter in 1466 giving permission to own and trade enslaved captives from Africa. Over the next 100 years, Ribeira Grande would increase in importance through its dominant trade in gold and slaves to the extent of being subject to frequent raids by pirates and other nations, including Sir Francis Drake in 1585, making it necessary to build the strongest fort of its day, *Forte de Sao Felipe*, in 1590.

With the building of the fort, Ribeira Grande stood center stage in the industry of human trafficking, the Trans-Atlantic Slave Trade. During the 15th and 16th centuries, the majority of Cabo Verdians were involved in the slave trade in one way or another, from direct purchasing and selling to outfitting ships sailing east or north.



Site #3: Annaberg Sugar Plantation, Virgin Islands National Park, St. John, USVI

Data captured in April 2015



Owned by the Danish until the US purchased VI 100 years ago
Extremely harsh conditions harvesting sugar cane



Site #4: McLeod Plantation, St. James Island, SC, US

Data captured in June 2016



PROJECTS

FEATURED PROJECTS



Islam and Modernity: Alternatives in Contemporary Senegambia and Ghana



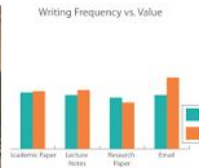
AIDS Quilt Touch: A Distributed Digital Archive Platform for Digital Storytelling, Citizen Archiving, and Preservation of Cultural Heritage



Exploring Africa



Online Digital Library



ReVisualizing Composition: Mapping the Writing Lives of First-Year Writing Students



Facilitating Learning in Digital Spaces



The Archaeological Resource Cataloging System (ARCS)



The Institute on Digital Archaeology Method & Practice



What America Als



Review



KORA: The Digital Repository and Publishing Platform



Food-Borne Illness: Leveraging Social Media to Improve Public Health



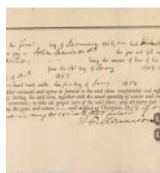
Archive of Malian Photography



MSU Vietnam Group Archive



Public Philosophy Journal



Biographies



Oral History in the Digital Age



On the Banks of the Red Cedar



Statewide Writing Research Project



GradKacker



Archive 2.0: Transforming the Warren-Chamberlain Samaritan Collection at MSU



Pluralism and Adaptation in the Islamic Practice of Senegal and Ghana



South Africa: Overcoming Apartheid, Building Democracy



Diversity and Tolerance in the Islam of West Africa



Community Video Education Trust: Documentary Footage of the Anti-Apartheid Struggle in South Africa



American Black Journal



Quilt Index



African Oral Narratives



African Activist Archive



Africa Past & Present

MATRIX

Matrix is devoted to the application of new technologies for teaching, research, and outreach.

Contact

Follow Us!



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Boulder, CO - The New West as Place to Implement Change

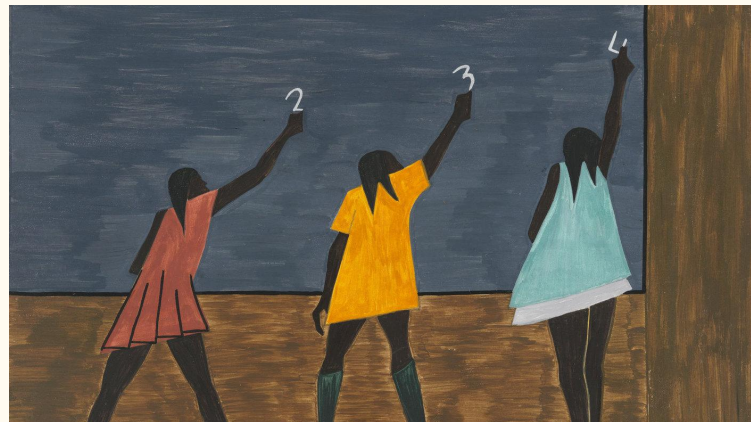
"What the best and wisest parent wants for his child, that must we want for all the children of the community. Anything less is unlovely, and left unchecked, destroys our democracy.

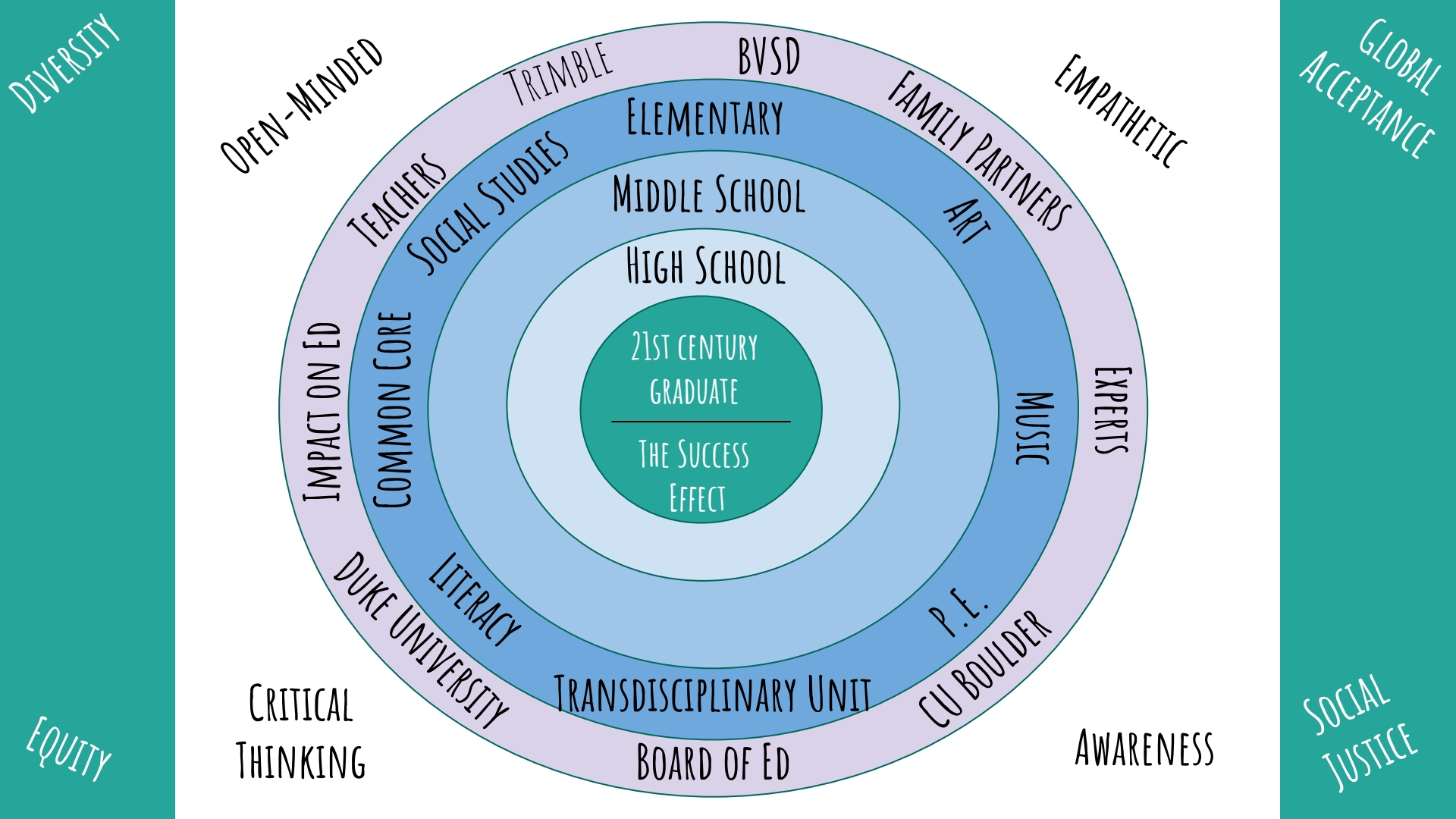
- John Dewey

Our Vision: a new paradigm?

- Create a seamless curriculum K-12 that is cross disciplinary: technology, literature, music and art
- Create awareness, empathy, and empowerment to act
- Opportunities for students to engage in social action and community involvement

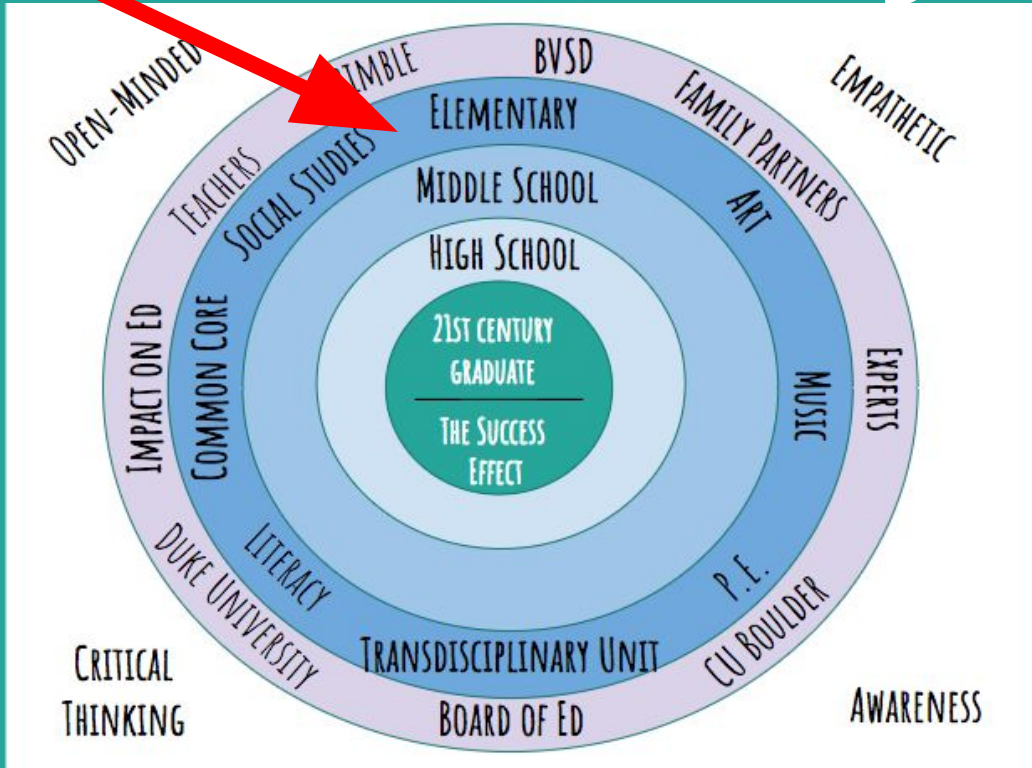
**Changing the narrative to address
institutionalized racism that is deeply
rooted in our silent history**





Elementary

DIVERSITY



GLOBAL
ACCEPTANCE

EQUITY

SOCIAL
JUSTICE

Connecting Slavery to the Curriculum & Standards

5th Grade Social Studies Standards

- Age of Exploration to Constitution and U.S. Government
 - 1.2.a. Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans

With three centuries of history to teach (in addition to math, literacy, science and health) how do we make time to teach such a complex, sensitive, and expansive time in history?



Project Based Learning

Arts

- Experiencing West African culture through music, craft, food and dance and understanding that this was suppressed when they were torn from their homes, enslaved and transported to the Americas.

Health

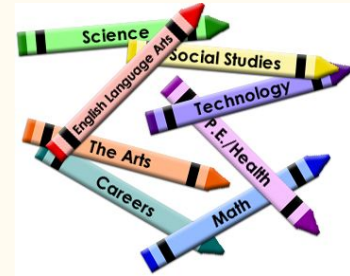
- Courage, bravery & social activism
- Valuing diversity
- Stereotyping and bias

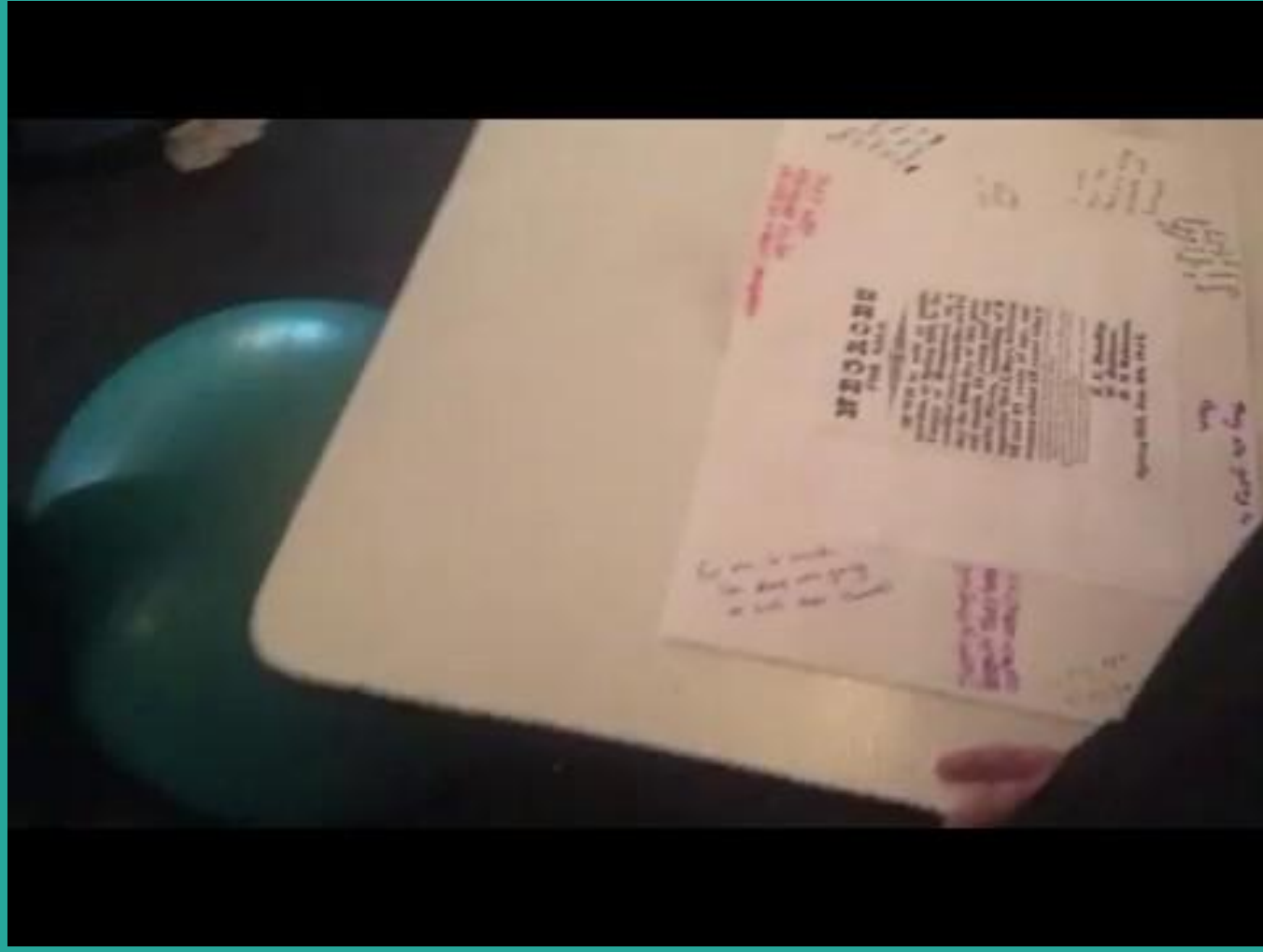
Literacy

- Engage in a variety of texts depicting the lives of enslaved Africans to learn more about this time in history and its lasting impact on race relations today
- Analyzing and writing narratives from the perspectives of enslaved Africans

Technology

- Students engage in virtual field trips using Trimble and CyArk technologies to explore locations relevant to the slave trade, and study maps to further understand causes and consequences of the **forced** immigration of enslaved Africans





Culminating Event

Purpose: To inspire students to share their newly acquired knowledge with their community in order to change the narrative and fight for social justice

- Transform the learning environment into West Africa, the Middle Passage and Colonial America
- Invite the community to experience a celebration of culture and a lesson in empathy
- Students will perform song and dance, display art, and serve traditional foods to honor African history
- Narratives will be displayed and later published in order to reach an authentic audience beyond our school community, including local libraries



Sample Narrative

“The water was like knives on my hot calloused skin. Salt water stung my eyes and the chains that bound my legs tried to drag me down. The urine washed off of me and my sore muscles ached in the icy, fresh, blue sea. They had thrown us off when we tried to stage a rebellion, but that didn’t matter. Nothing mattered except my spirit getting back to Africa. My home...” -**Maddy Spencer, 5th Grade**



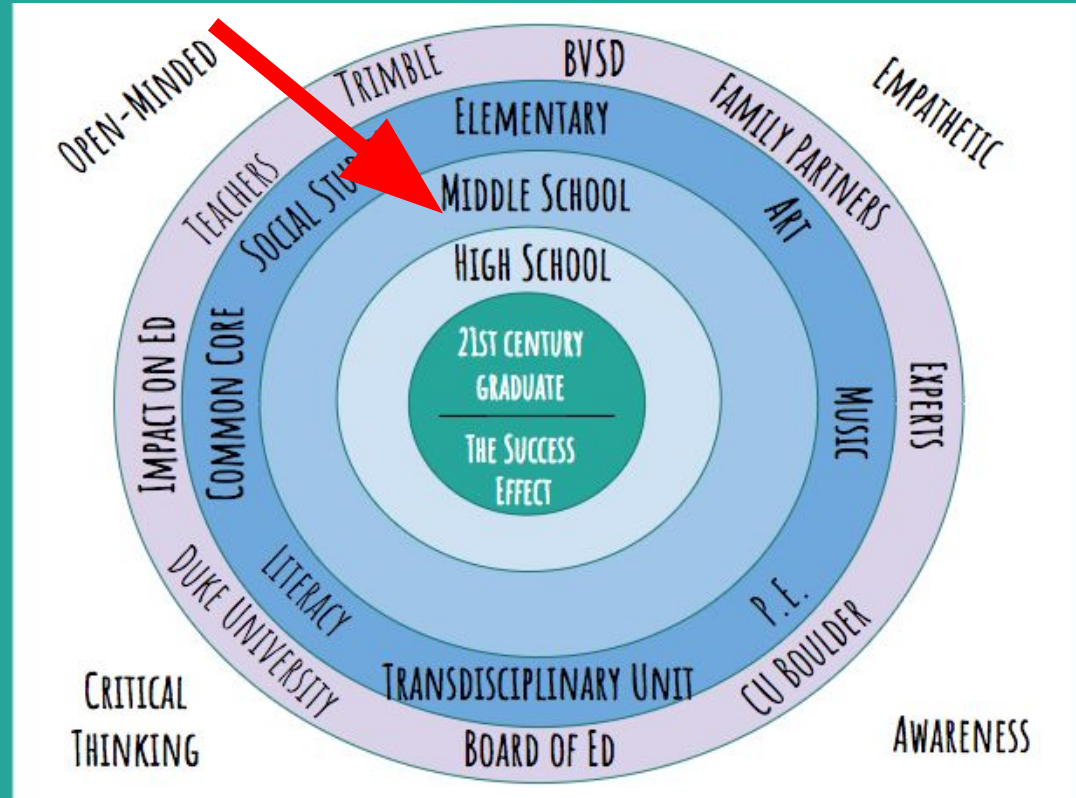
Middle School

DIVERSITY

GLOBAL
ACCEPTANCE

EQUITY

SOCIAL
JUSTICE



The Transatlantic Slave Trade Education in Middle Schools

What does this look like in Middle Schools today?

- Lost in the curriculum
- Disconnected from the present
- What is our response to hate crimes and hate speech in BVSD?



Trip to Charleston

Impact On Education: Trip to McLeod Plantation

Changing the Narrative to focus on the enslaved individuals rather than the plantation owners

Translating these experiences into curriculum for the classroom



Creating a Middle School Human Rights Course

“Human Rights” Elective course

Emphasis on the Transatlantic
slave trade and how it connects to
contemporary race relations

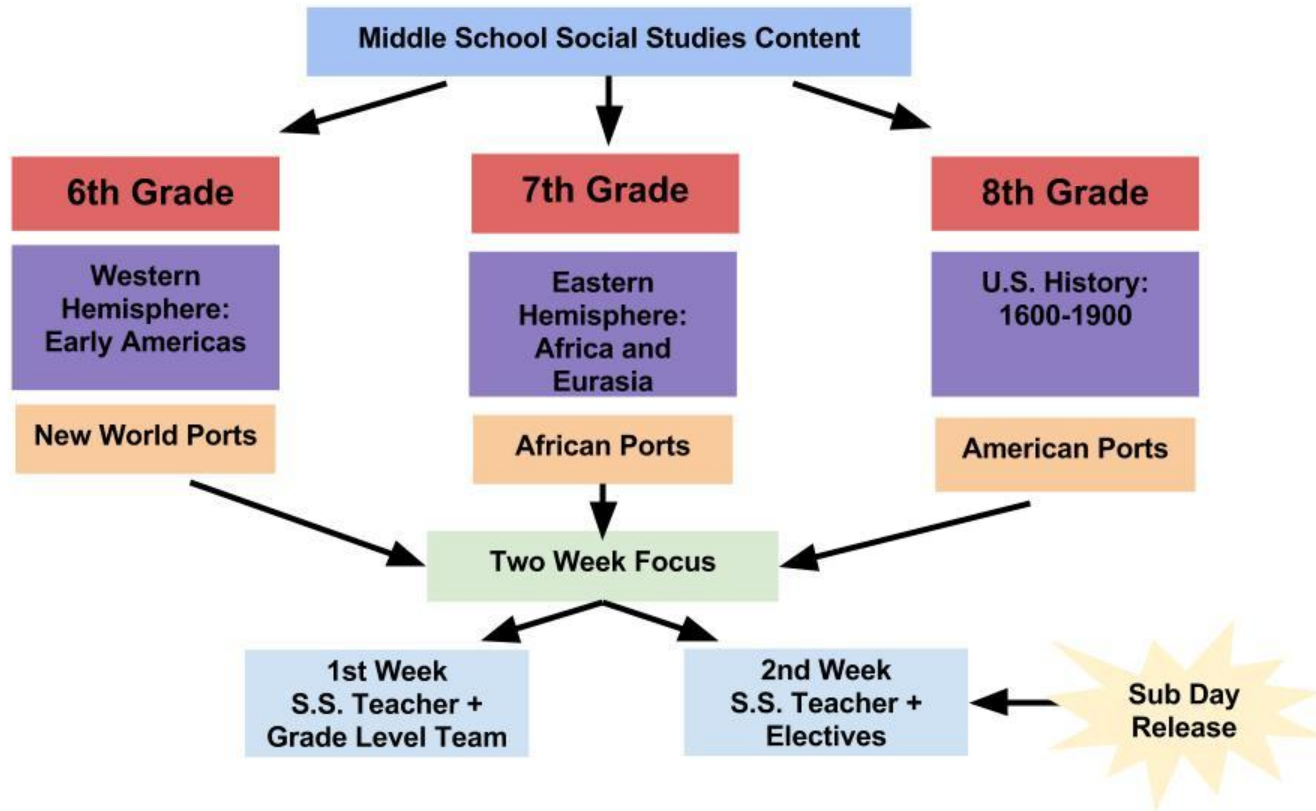
Advocacy field trip to Charleston

Partnerships in Charleston

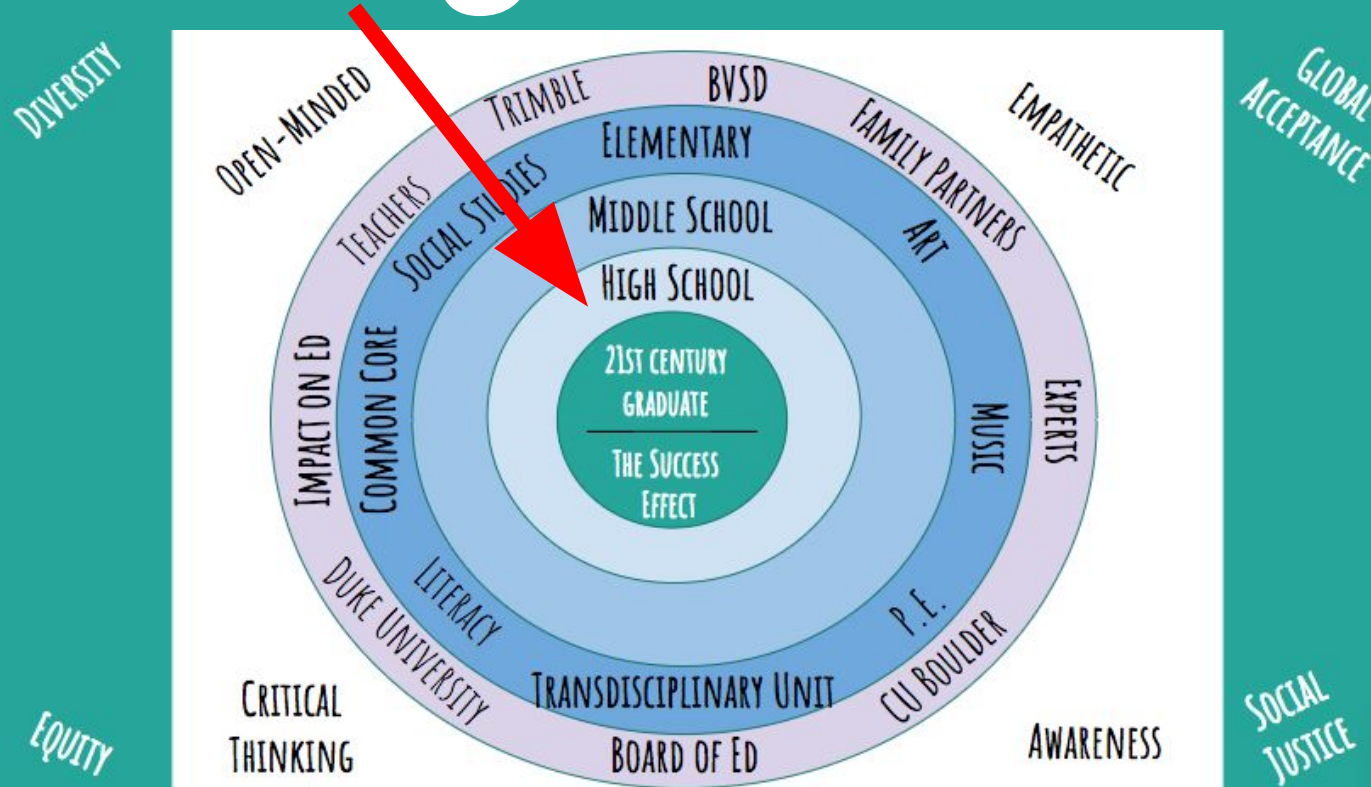


Middle School Slave Trade and Slavery Unit Plan

Charleston, The Lowcountry & The Atlantic World



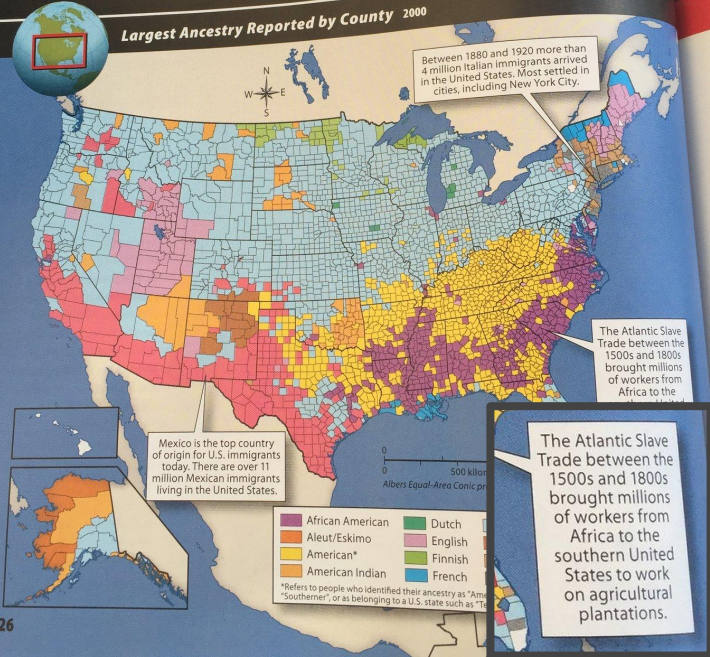
High School



patterns of immigration

One of the defining attributes of the United States is that it is largely a country of immigrants and their descendants. About 13 percent of people in the United States are foreign born, while Native Americans, Alaska Natives, and Native Hawaiians make up about 2 percent of the population. The remaining population is descended from immigrants. 1A, 6B, 7B, 16A, 17D

Largest Ancestry Reported by County 2000



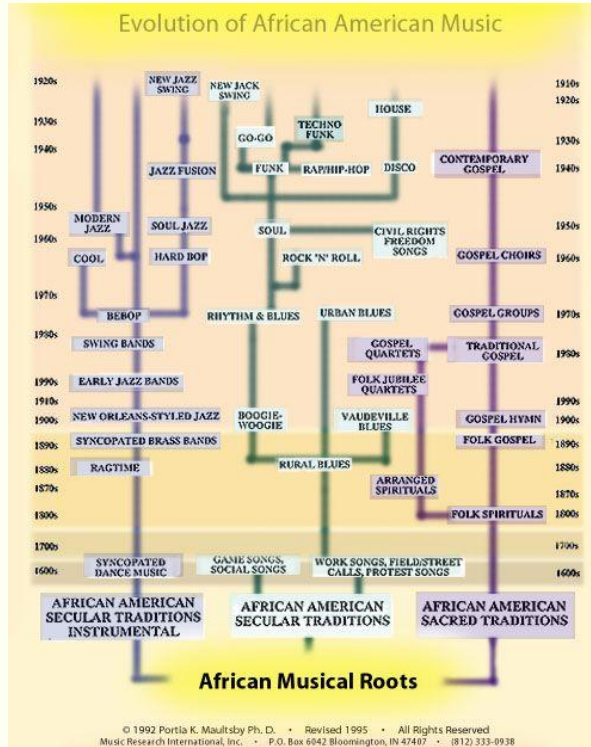
Past & Current Practices: wrong narratives & old narratives

“[W]e conducted a close review of the content and agree that our language in that caption did not adequately convey that Africans were both forced into migration and to labor against their will as slaves,” “We believe we can do better,” McGraw-Hill wrote. “To communicate these facts more clearly, we will update this caption to describe the arrival of African slaves in the U.S. as a forced migration and emphasize that their work was done as slave labor.”

US slavery is not one narrative & can't be taught out of a textbook - nor do high school students always want to use a book!

Solution: To teach the history of US slavery as historiography

- Handling documents that make the event a moment in history
- Looking at photographs
- Using technology to augment and recreate a 3 dimensional experience
- Listening to music
- Analyzing works of art



Students today want answers to their questions in a concise & direct way

1 semester class

Seminar design

Collaborative, participatory, oral,
visual, analytical, evaluative

Action piece at end of semester

Does not duplicate any existing
class - new & different

Why?



High School

The vision of BVSD is for all students to deal with modern day challenges: the issue of human rights and the need to understand historical political, economic and social issues and how they inform contemporary issues of racism is a critical education for all students who will become empowered, civically minded citizens.

Only 1 high school class currently teaches the history of US slavery: **AP US**
***regular US history begins with 1865 - missing out a critical chunk of this topic**

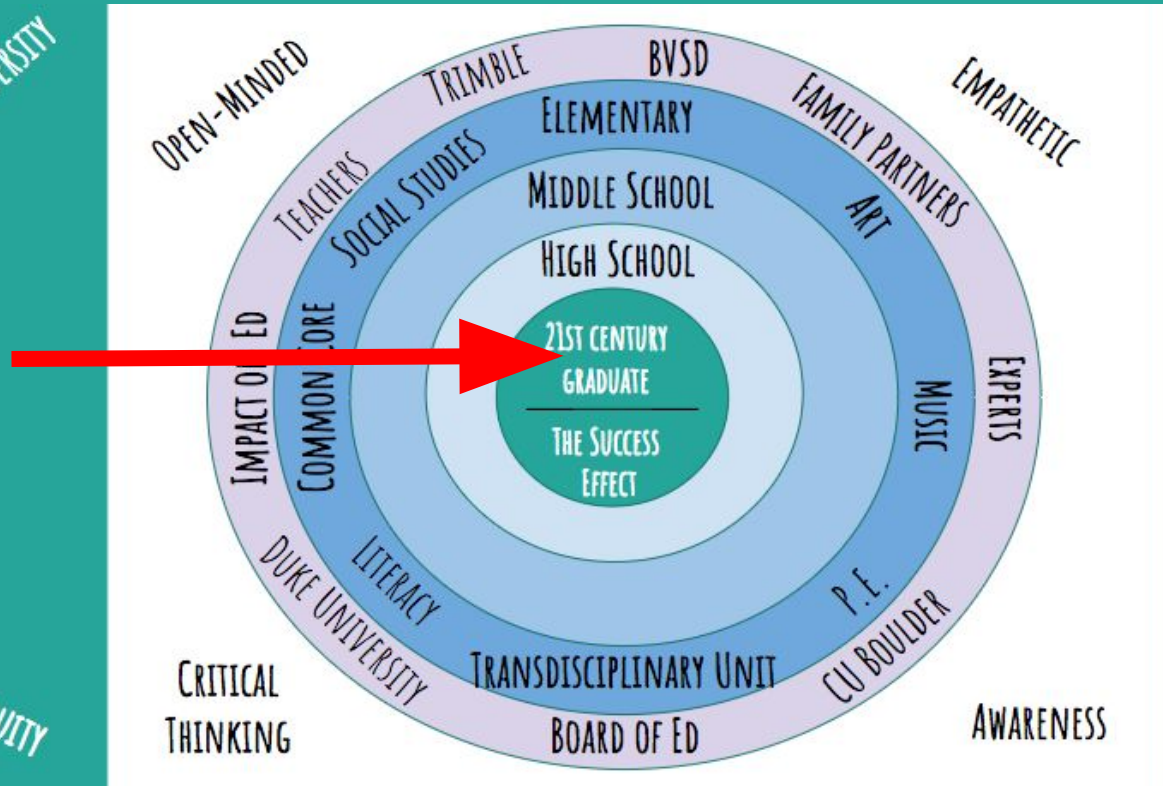
Students will be able to:

- Conduct their own research either in a collaborative model or solo
- Connect the past to the present
- Have meaningful and relevant discussions that have immediate connections to the US and global issues

Moving Forward

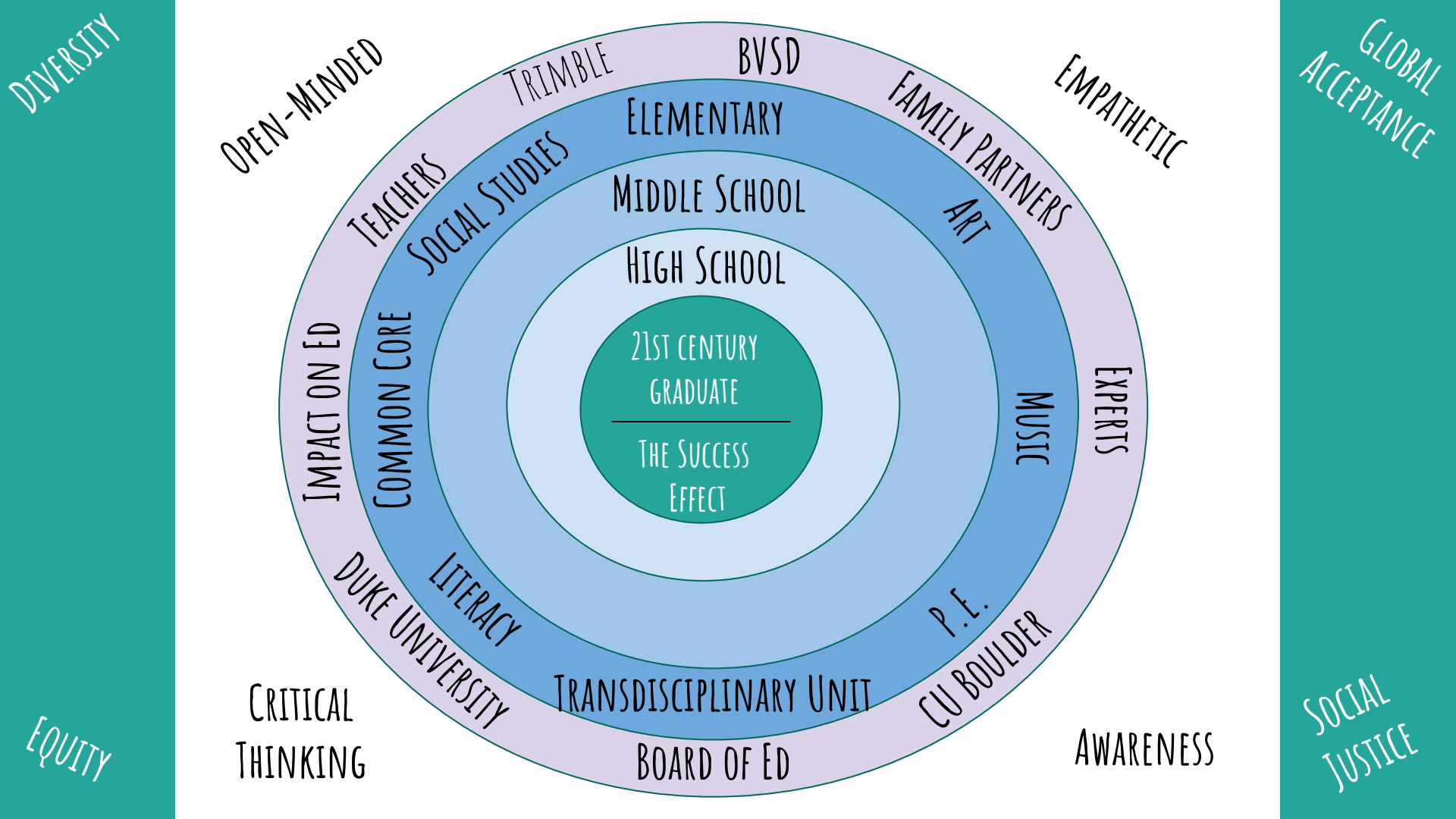
DIVERSITY

EQUITY



GLOBAL ACCEPTANCE

SOCIAL JUSTICE



Sankofa- “Go Back and Get It”



- Collaboration across schools and grade levels
- Building upon a foundation
- The power of partnerships