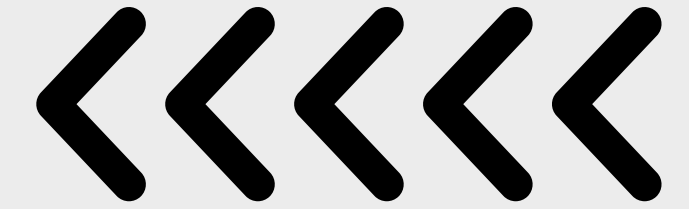


Community-Engaged Science

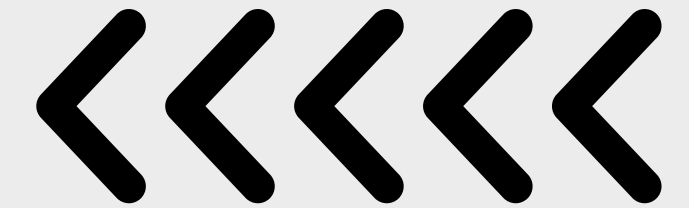


Bridging Science and History: A Scientific Approach to Learning About Slavery

Presented by Jonathan Brown and Jay'len Alcin

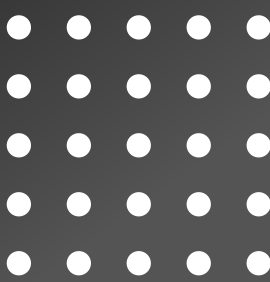


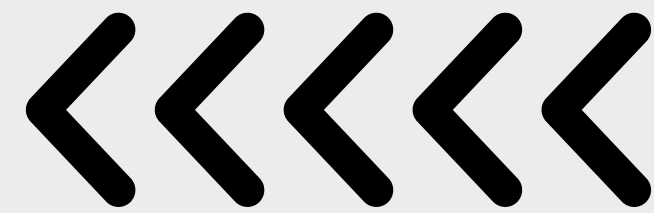
Topic Interest



Identifying the Problem

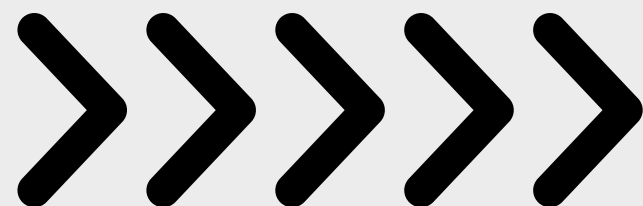
- Traditional history classes often gloss over slavery, focusing solely on surface-level knowledge
- Lack of emotional engagement prevents students from having a deep understanding and retention of this sensitive history.
- Foster an environment that promotes engagement, knowledge retention, and empathy.

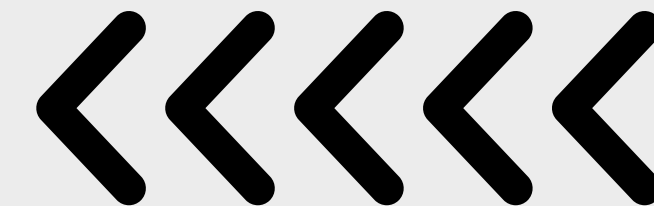




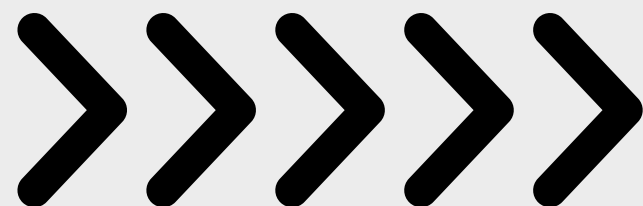
Research Question:

“HOW CAN WE EFFECTIVELY INCORPORATE SCIENTIFIC CONCEPTS AND PRINCIPLES INTO A CURRICULUM FOCUSED ON THE HISTORY AND IMPACT OF SLAVERY?”





SUMMARY OF EVIDENCE



REVIEW PAPERS



2.) The Role of Critical Thinking in Science Education.

- Applications: Research, Observation, Problem Solving, Critique, Critical questioning, question formulation
- Highlights the need for students to challenge ideas, form their own opinions, and engage in reflective thinking.
- The role of critical thinking in science education is tied to the Nature of Science (NOS), introducing a "humanization" effect by **valuing student opinions and diverse perspectives.**





RESEARCH ARTICLES

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Overview of article

Austen, Ralph A. "The Slave Trade as History and Memory: Confrontations of Slaving Voyage Documents and Communal Traditions." *The William and Mary Quarterly*, vol. 58, no. 1, 2001, pp. 229–44. JSTOR, <https://doi.org/10.2307/2674425>.

About Article

- The main point of this article is to challenge the validity of the data within the slave trade database. He mentions that numbers and data might've been skewed by a moral compass within the authors of the articles.

Main Point

- The point of history and memory being not as different as we think, is a great point of connectivity between the social sciences and the history of slavery.





Overview of the Article

- Importance of teaching the harsh realities of slavery, referencing a report by the Southern Poverty Law Center (SPLC) through their project: Teaching Tolerance.

SPLC's Findings and Recommendations

- SPLC appeals to states, school districts, and textbook makers to stop avoiding slavery's hard truths.
- Multiple surveys reveal gaps in students' knowledge, such as only 1/3 of high school seniors correctly identifying the law that ended slavery.

Key Problem Highlighted in the Article

- Suggests a need for deeper and more comprehensive education on slavery to provide a fuller understanding.



PLAN OF ACTION



01

Create a curriculum model that combines scientific and historical perspectives .

02

This will blend science and history to provide students with a greater understanding of social and physical impacts of slavery.

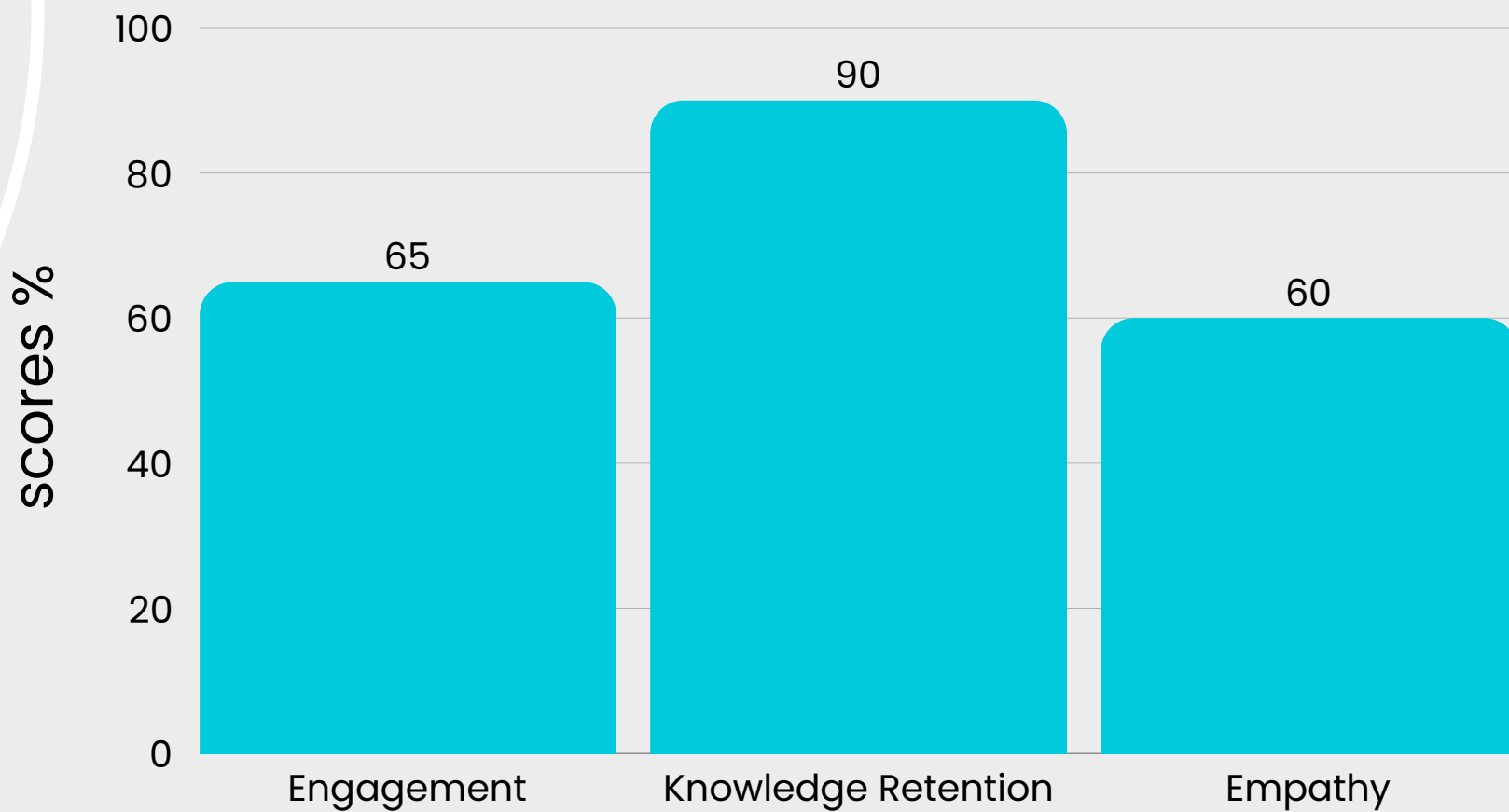
03

Students will have a curriculum that fosters knowledge retention, empathy, and engagement.



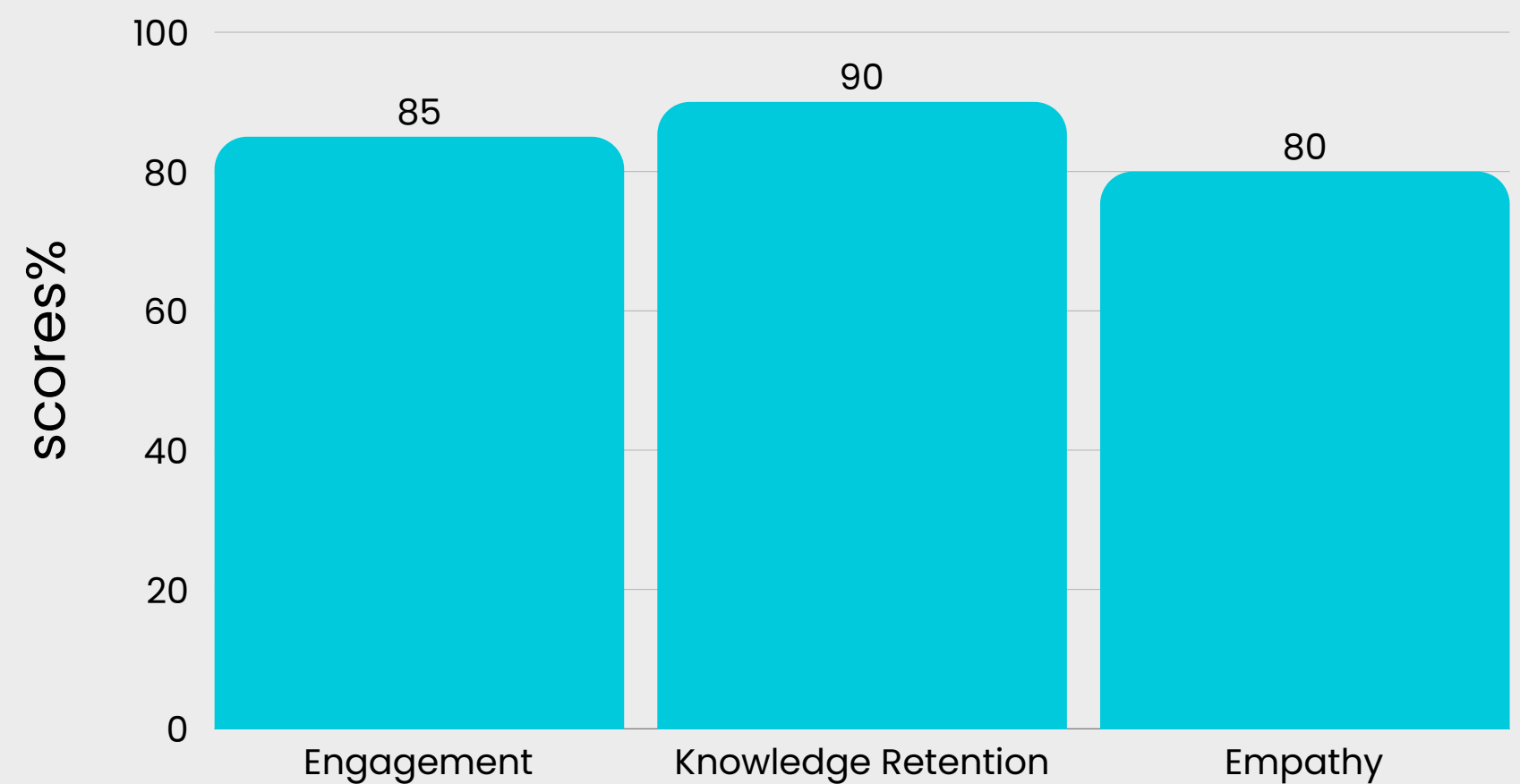
PROPOSED EXPERIMENT

Control Group



Categories for assessments

Experiment Group



Categories for assessments



SUMMARY & REFLECTIONS



- Our next steps to address this question consist of multiple things including, an introduction of slavery to students of all levels. From grade school to college, we need to give a proper introduction to slavery.

Reflection

- What was the most interesting or surprising thing you learned during this research project?



References

Santos, Luis. "The Role of Critical Thinking in Science Education." *Journal of Education and Practice*, vol. 8, no. 20, 2017, files.eric.ed.gov/fulltext/ED575667.pdf.

Austen, Ralph A. "The Slave Trade as History and Memory: Confrontations of Slaving Voyage Documents and Communal Traditions." *The William and Mary Quarterly*, vol. 58, no. 1, 2001, pp. 229–44. JSTOR, <https://doi.org/10.2307/2674425>.

Turner, Cory. "Why Schools Fail To Teach Slavery's 'Hard History.'" *NPR*, 4 Feb. 2018. *NPR*, <https://www.npr.org/sections/ed/2018/02/04/582468315/why-schools-fail-to-teach-slaverys-hard-history>.



THANK YOU

