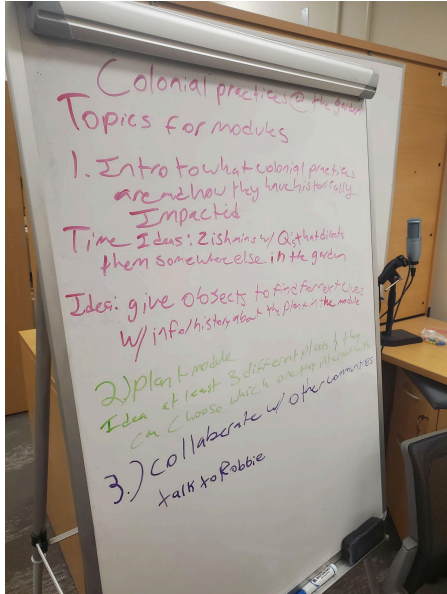


Oct 29, 2024 | 📅 CODE 221

Attendees: Kyra, Jaidyn, Jay, and Sophie

Notes



User interface

- ★ Target audience
 - Ages: Middle School and over (13+)
 - Around 7th grade reading/comprehension level
- ★ 1st item in modules is some kind of informational on the project itself
 - Thinking around 15 to 30 seconds
- ★ A question about solo or group player with an option to add names (team or individual)
- ★ Choose your own adventure type of set up
 - Platform opens with all modules with a brief description and let users choose what they want to start with
- ★ Consider technology accessibility
 - What can we do to ensure that this is accessible
- ★ Prizes/Point System
 - Talk to Jennifer
 - Potentially gift cards
 - Free guest pass to Garden
 - An Item under a certain price from gift shop
 - Free event pass
- ★ Online engagement aspect
 -

Action items

- ★ Talk to Jennifer Wolfe

- ★ Talk to Dr. Jacks group working on designing school curriculum

Suggestions

- ★ Storymap like megs
- ★ Scaler

Annotated Bibliography

Kyra Williams

October 31, 2024

CODE 221

Dr. Hildebrandt

Our plan:

~ Our implementation plans goal is to educate the gardens patrons on the extractive colonial practices that have taken place on garden grounds.

Review Paper 1- “Botanical gardens in colonial empires”

- **Team member evaluation:** This article reflects on how Gardens are a beautiful thing, but most are entrapped with dark histories. Most of the gardens get their wealth and popularity by extractive practices. Collecting items that were being used by the indigenous people of a specific country or geographical place.
- **Citation for the article:** H el ene Blais, « Botanical gardens in colonial empires », Encyclop edie d'histoire num erique de l'Europe [online], ISSN 2677-6588, published on 17/01/22 , consulted on 24/10/2024. Permalink: <https://ehne.fr/en/node/21589>
- **summary:** The reading discusses the role of botanical gardens in European colonies from the late eighteenth century onward, portraying them as instruments of imperial control over nature and human populations. These gardens were established alongside colonial expansion and were primarily designed for the cultivation of economically valuable plants (like tea, coffee, and spices) to support colonial interests and trade. Initially, they aimed to acclimatize useful plants across various colonies and served as nurseries for agricultural crops. The East India Company, for example, developed gardens in India and other regions, promoting commercial agriculture. Notably, gardens like the one on Mauritius introduced valuable spices and showcased colonial power while also reflecting tensions within colonial societies. As the nineteenth century progressed, the number of botanical gardens increased significantly, with over a hundred by 1900. These gardens became centers of scientific knowledge, housing herbaria and laboratories, and played a role in educating gardeners for colonial tasks.

- **What information does this source contribute to your implementation plan?**

This article contributes to our project in many ways. For one this article shows us some data of time frames when gardens become most popular. For example, As the nineteenth century progressed, the number of botanical gardens increased significantly, with over a hundred by 1900. These gardens became centers of scientific knowledge, housing herbaria and laboratories. But what most garden patrons do not realize is that most of those beautiful plants have a background and it is our hope to educate people on those backgrounds, what colonial extractive practices are, and how we can avoid further problems like these and not repeat the past.

- **What are the strengths and weaknesses of the source?**

A strength this source gives us a very detailed history of the botanical gardens as a tool of imperialism and highlights that they play a big role in extractive practices.

Though this article talks about tensions within colonial societies, the source lacks a robust representation of local perspectives or resistance movements, which could provide a more balanced view of the impact of botanical gardens. We are hoping to find someone for our project to expand on their culture and their view on extractive practices.

Hyperlink to article:

[Botanical gardens in colonial empires | EHNE](#)

- To do for Site Visit:

Visit the Herbarium- Jaidyn take notes about the specific plants that have experienced extractive practices or plants tied to a community that were not treated with respect. Example Madagascar, community engagement. Talk about what they are doing for a positive change.

Talk to Ashley- Ask her about her advice on our ideas about the modules. We are also emailing her today

Questions to ask:

- 1. Could you provide additional insights into the Madagascar program? Specifically, I would like to understand how your efforts are positively impacting the region.**
- 2. Would you recommend any specific regions that we should look further into for our plants that we will be focusing on ?**
- 3. Specific to Jennifer- How should we format our modules? Like should we create a whole app connected to MOBOT or should we have it on the my guide of the garden website ?**
- 4. Our target audience is for the reading level of 7th grade. Do you have any recommended articles that talk about plants and how colonial extractive practices have affected the garden or any garden in the world?**
- 5.**