

The contribution of the Geographical, Historical and Cultural School Atlas of the Federal District in the discovery of other Brasília's

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Abstract:

This article aims to report the contribution of the Geographical, Historical and Cultural School Atlas of the Federal District in the construction of the students' trajectory in the territory. This material was used in the project carried out in the first half of 2022 with first-year students at Centro de Ensino Médio 310 in Santa Maria, Federal District. This school project was called "Local History and Geography: Brasília and Other Brasília's", and its main objective was acquiring knowledge of the city, the origins of the Administrative Regions, and their different cultures, histories, and geographies. The analyses were carried out in an interdisciplinary way, combining historical and geographic aspects that allow the student to investigate the relationships between the past and the present of their place of coexistence. In this perspective, students are guided to develop the historiographic view associated with geographic reasoning in understanding the formation of the territory of Federal District and their city. This was done based on the analysis of historical documents from the Public Archive of the Federal District and thematic maps from the Geographical, Historical and Cultural School Atlas of the Federal District. This interdisciplinary approach allowed the student to focus on identifying a segregating space at local scenario that also ends up reflecting the social inequality present in various parts of the country.

Keywords: Administrative Regions, School Atlas, territory, geographic reasoning, spatial segregation

1. Introduction

At school, the narrative of Brasília's history is often approached from the perspective of its construction as the capital of Brazil, with urban and geopolitical aspects. However, this narrative excludes the story of the numerous migrants who arrived in this region during a time of recession in the country, in the 1960s. The advertisements for the building of the new capital attracted a large number of people who sought to work in the construction of Brasília, and who eventually stayed here to live according to Quinto e Iwakami, (1991). This was not foreseen in the original plan for the construction of the capital, so many dormitory cities were created to accommodate these new workers over the years. Today these cities are located in the 35 Administrative Regions that are home to 93% of the population of the Federal District (DF), as opposed to the central area of Brasília with only 7% of the inhabitants of the DF according to Bueno et al.(2019).

In this planned spatial arrangement, we realize that our students are descendants of migrants who know little about the history and trajectory of these first workers in Brasília. We think it's important to bring these other narratives to high school classes and encourage students to record their families' life stories, culture, and customs, valuing their traditions. We understand the importance of students studying the actions of different political actors in the historical moment of the construction of the capital. In

particular, the workers' demands for housing and actions that led to the creation of dormitory cities. The students must be able to understand the formation and transformation of their city and identify their ties of belonging. They must understand these different places and regions that make up the Federal District beyond the delimitations on the map. This territory presents itself in its conception of economic, social, and cultural borders that shelter different inhabitants and their histories as described in Brazil, Common National Curriculum Base (2018).

In Geography, we use cartographic language in sociocultural interpretations of the formation of places, regions, and territories. We have the perception of maps as cultural artifacts that keep socially constructed senses and meanings, and that offer possibilities for registering new events that express themselves spatially as described by Bueno et al.(2019).

Based on this, the article aims to report the contribution of the School Atlas of the DF in the construction of the students' trajectory in the territory. This material was used in the project carried out in the first half of 2022 with first-year students at Centro de Ensino Médio 310 in Santa Maria, Federal District. This school project was called "Local History and Geography: Brasília and Other Brasília's", and its main objective was acquiring knowledge of the city, the origins of the Administrative Regions, and their different cultures, histories, and

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Local History and Geography Project: Brasília and Other Brasília's

Students often do not realize their place in the world, and exclude their life trajectory from the composition of the city. Unfortunately, at school, this exclusion is reinforced by works based on narratives present in pedagogical materials about the process of territorial formation. Therefore, this project was organized to work with the student's sense of belonging and understanding of being in the world. With this type of work, students are valued for their traditions, practices, and social products, and are included in multiple narratives that denaturalize stereotypes, reveal inequalities and collaborate with their understanding of being in the world.

When we study local history, we adopt a lens for our historiographic look. This lens delimits the theme, excludes or includes elements, and focuses on aspects that we consider most important. We started the study of the History of the DF through the narratives, documents, and photos present in the official archives. We also observe that it always focuses on the narrative of the construction of Brasília, the capital of Brazil. It is set as a national developmental project of occupation of the inhospitable place in the center of the country, uninhabited and lacking in civilization. This approach excludes the records of indigenous people, quilombolas, and farmers who already inhabited and populated these areas. There is also the absence of numerous records of conflicts and social movements of migrants who helped build the capital. Deconstructing this official narrative involves the concern to include the various subjects who came to work in the construction of the city in search of opportunities, and who went to live in planned cities in areas far from the center of the DF.

The geography of the region shows that these cities were planned to accommodate the countless families that invaded public areas or lived in overcrowded lots under precarious conditions in the first villages and camps. This planning foresaw the sale of lots without the needed infrastructure, mostly in places further away from the center. Scholars such as Quinto Junior, Iwakami(1991), Paviani(1989), and Gouveia(1991) talk about this distribution of the population in the territory following the logic of socio-spatial segregation of the residents of the DF coordinated by the State and real estate agents.

The construction of Brasília attracted an enormous amount of labor, which consequently led to a greater demand for

housing as described by Quinto and Iwakami(1991). Many of these houses were created combined with the real estate speculation that already existed since the 60's with the sale of land and opening of new spaces for the construction of residential complexes. This sale already mischaracterized the original plans for the construction of the capital and led to the allocation of the low-income population to distant and peripheral areas according to Paviani,(1989), thus materializing spatial segregation. The logic of spatial segregation was coordinated by the State (public sector) and by the real estate sector. The public sector was responsible for determining the strategic location of the various satellite cities and differentiated investment in their infrastructure.

In a second moment, the real estate sector took care of the valuation of properties close to the central area, raising its value. This movement provoked spatial mobility, that is, the expulsion of poor families to cities in areas far from the center of and even outside the DF. The new cities that emerged from 1982 onwards used the housing program that turned a disadvantaged population into debtors for up to 30 years, looking to fulfill their dream of owning a home. In addition, these housing programs were used politically by awarding certain people with lots to retain the electoral vote as mentioned by Gouvêa (1991).

In this context of socio-spatial segregation, Santa Maria appears as the city where the students live. It was created on November 4, 1992, and is the result of the Housing Settlements Program of the Government of the DF, which aimed to eradicate invasions and meet the housing demand of low-income families. As of 2021, data from Codeplan (2021) Santa Maria is a region with about 130,000 low-income people (\$1000/month) and is 40 km from Brasília.

2. Methodology

The "Local History and Geography Project: Brasília and Other Brasília's" was carried out in five parts with historical and geographic information. Selected information from historical sources acquired from the Public Archive of the DF was used, in addition to spatial information obtained from the School Atlas of the DF. The material was coordinated in different approaches on the construction of Brasília and description of the actors present and absent from the official narrative.

Our studies took place in meetings of two hours per week for five months with a group of 30 students in the first year of high school. These meetings worked on five different parts: The Official History of Brasília; the First Sites of the Federal District; The Participation of Women in the Construction of Brasília; The Indigenous, quilombolas, and gypsy presence in the Federal District; My family's trajectory in the Federal District.

Part 1 The Official History of Brasília

The construction of Brasília was widely documented in various media, such as photography, films, and textual and cartographic documents, thus consolidating a cultural narrative of the history of the new capital. The student's exercise was to identify the main actors present in this

official history and indicate the subjects present in photographic and speech records. The Geographical, Historical and Cultural School Atlas of the Federal District brought information regarding the scientific expeditions for the delimitation of the territory of the future capital.

Part 2 First Sites of the Federal District

The Historical Cartography indicates vestiges of the territorial construction of the DF from a process of expulsion of the indigenous population, marking the paths, the villages, the states, and the place of mining and agriculture. We work with a historical map with toponymy that indicates different names for places. Many of these names refer to the geographical features of the fauna, flora, and economic, social, and religious activities of those communities as described by Borges (2003). We combined this information from the historical maps with the maps from the Geographical, Historical and Cultural School Atlas of the Federal District to understand the origin and description of the names of the current Administrative Regions, their locations, and geographical and historical characteristics.

Part 3 The Participation of Women in the Construction of Brasilia

Official speeches omit the female presence during the construction of the capital. Although many women appear in photographs, their stories are hidden from official discourse. In this way, we worked on photographic records, newspaper clippings, reports, and videos that show the presence of women in this period of construction. In the School Atlas of the DF, we interpreted the statistical data on the age Pyramid, life expectancy, mortality rate, and cause of death of women in the different Administrative Regions.

Part 4 The Indigenous, Quilombolas, and gypsy presence in the Federal District

The construction area of the capital was occupied by indigenous peoples, and some remained in this territory. Historical and geographic records allowed us to map them and their current locations. We identified the historical and spatial records of the Quilombola community in Santa Maria as described by Aguiar (2018). We also reflected on the current situation of the black population in the DF with the Atlas. Furthermore, we identified the characteristics of housing and life of gypsies located in a fixed camp in a rural area. Their culture and customs were studied through videos and reports.

Part 5 My family's trajectory in the Federal District.

This part represents the student's dossier and was built gradually in class with descriptive exercises of their routine, perception of the city, and spatial representations of their actions in the city. The main task of this dossier was to interview a relative who lived longer in the city. This interview followed the research script with the guiding questions:

1. What city were you born in?
2. When did you arrive in the Federal District?
3. Where did you live before arriving in Santa Maria?
4. Do you live far from work?

5. What were the settlement characteristics? How was Santa Maria in the beginning? How has she changed?
6. What are the positive points of the city?
7. What are the negative points of the city?

3. Results

Thirty students presented their dossier in written and oral form. The written part consisted of several exercises performed in the classroom, in addition to the transcription of the interviews. We interpret the material from the perspective of identifying the student's perceptions about being/living in the DF.

The question of being/living in Santa Maria was portrayed with the design of their house, neighbourhood, and school-home routine. When we talk about the place of residence, we notice the drawings of the house with some scenes of violence in the street. Other drawings showed houses with a garden and a sign written *Netflix* on the house.

In the design of the city, we noticed that the students understood the layout of the streets and houses as a planned city with easy mobility. Some drawings represented the issue of the distance from the student's home to school and others showed details of this path (figure 1).

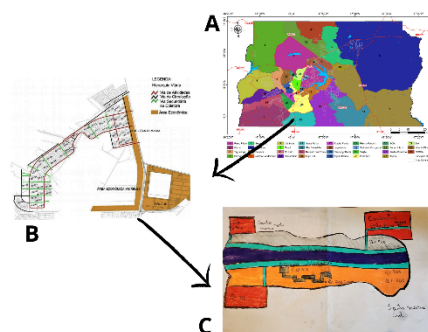


Figure 1. C-Student representation of Santa Maria. A-Map of Federal District from DF Atlas .B-Map of Santa Maria

The oral part was the summary of the interview with family members or guardians. These testimonies allowed us to answer some questions:

1. How was the trajectory of these families in the Federal District?

We realized that many families of students are part of that group of migrants who sought better living conditions. The answers indicated that about 70% of families came from states in the northeast region, from cities that offer lower wages to workers.

About 90% of the families arrived in the Federal District from 2004 onwards but did not settle in a single city. On the contrary, many live on rent and very few own their own homes in the city of Santa Maria. We also found situations of families with dual residence, that is, they spend part of the week in informal jobs in other cities and leave their children at the home of relatives or friends in Santa Maria.

We perceive the continuity of the spatial and social segregation of these families. The spatial segregation

mentioned by Paviani (1989) appears in narratives of daily trips to work in areas far from the place of residence. These results also revealed the family breakdown of our teenage students whose parents spend a good part of the week working, spending little time with their children.

2. What is the perception of the city of Santa Maria for families?

The testimonies revealed that families like to live in a planned city like Santa Maria. Some noticed the improvement in infrastructure such as paved streets, electricity, water, schools, and shopping.

On the other hand, most describe the issue of violence, public transport, and leisure as negative aspects of the city. There is a lack of social spaces and free events. They would also like to be able to work closer to home and spend quality time with their children on the weekends.

4. Final considerations

The “Local History and Geography: Brasília and Other Brasília’s” project achieved its objective by encouraging students to record their history and life trajectory in the DF. This exercise was an important rescue of the group’s collective memory through the sharing of experiences and perceptions of their families.

The student’s dossier allowed us to reflect on their origins, living situations, study, and life. The interviews helped in the construction of his trajectory in the territory and his relations with the city. It seems to us that the city still occupies this dormitory function because many parents work far from their homes and families do not take advantage of the urban facilities offered, especially the leisure spaces.

The interdisciplinary approach with materials that involve knowledge of History and Geography was enriching. This approach allowed the student to focus on identifying a segregating space. The historiographic look was developed by the students in the analysis of historical documents and interpretation of narratives. In these exercises, the students perceived the DF not only as the “airplane city” Brasília, but also as home to many stories of families linked to the origin of the Administrative Regions. The students built their spatial representations with the help of the Geographical, Historical and Cultural School Atlas of the Federal District in exercises that reveal the historical and spatial differences of the Administrative Regions and consequently their place of residence.

Finally, the students understood their living space in cities that were built in a segregating context that persists: families with lower purchasing power work further away from home. If, on the one hand, the central area of Brasília remains sparsely populated and with various urban equipment, on the other hand, most of the population of the Federal District lives and survives in cities that offer the minimum to the population. This local scenario also ends up reflecting the social inequality present in various parts of the country.

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