

At school with the geo-archive

A toolkit for teachers and students



This Project has received funding from the European Union's Horizon2020 research and innovation programme H2020-DRS-2015, under grant agreement No. 700385 Project CLISEL, Climate Security with Local Authorities, and by the Swiss State Secretariat for Education, Research and Innovation (SERI) under contract number 16.0038. This document reflects only the authors' view and the Agency is not responsible for any use that may be made of the information it contains. The opinions expressed and arguments employed herein do not necessarily reflect the official views of the Swiss Government.

By the Environmental Humanities Laboratory
KTH Royal Institute of Technology, Stockholm
and University of Bern



For



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0 | CLISEL project



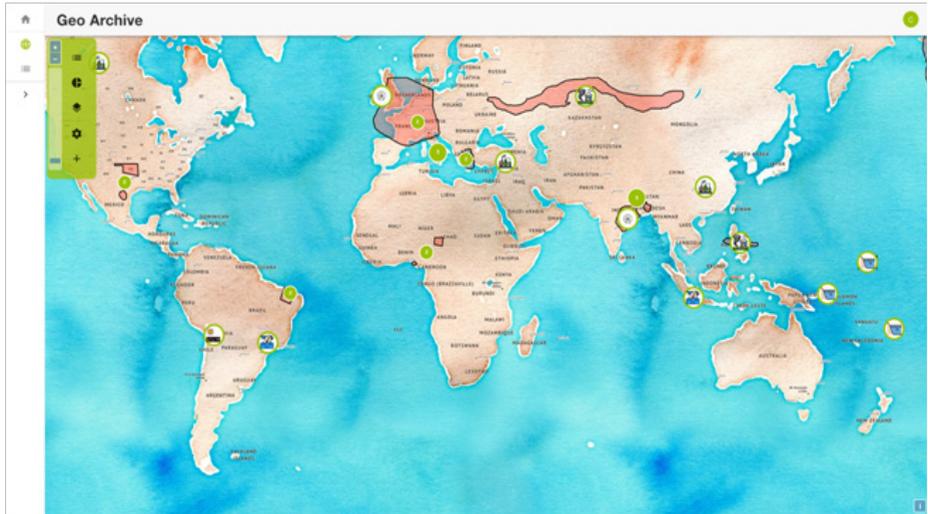
Climate Security with Local Authorities (CLISEL) – From insecurity “takers” to security makers: mobilizing local authorities to secure the EU against the impacts of climate change in Third Countries – is a Coordination and Support Action funded by the European Union (EU) together with the Swiss State Secretariat for Education, Research and Innovation (SERI). CLISEL explores the climate–security nexus from the perspective of local administrations and communities.

The project’s objectives are thus to understand the extent to which migrants are perceived as a security issue, as well as the policies and actions through which local administrators can ward off the emergence of a security crisis within their territory



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CLISEL website and GeoArchive: <https://geoarchive.clisel.eu/>



To browse CLISEL website scan the following QR code:



1 | Introduction

Migration and climate change are among the most urgent themes of our times. Addressing them in schools seems almost an obligation. However, they can also be quite controversial, especially in the context of politically charged public debates. The geo-archive can help to tackle these themes by decentering the temporalities of the events in the past, thereby, ensuring an academic entry point into the present. From a pedagogical point of view, the geo-archive is a perfect tool for practising the much praised approach of multidisciplinary; in fact, using the geo-archive implies drawing on a variety of disciplines (see the list in section 3 below). Finally, the use of the geo-archive will also bridge academic research and teaching.

2 | Target

The geo-archive can be employed to support teaching of high school and university students aged between 14 and 22 years. However, we suggest targeting students in their last two years for what concerns high school.



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3 | Disciplines/teachers to be involved

The list of disciplines/teachers is heavily dependent on the kind of schools in which the geo-archive will be introduced.

We list below all the disciplines that can be brought into play: the fundamental ones are shown in italics:

History

Geography

Literature

Arts

Sciences

Economics

Law

4 | Time needed for the geo-archive teaching unit

(Task i) 2 hours of preparation (for the teacher)

(Task ii) 7 hours of classroom time (with the students)

(Task iii) 4 hours of homework (plus the summer assignment)

(Task iv) A number of hours for the evaluation of the homework (depending on the number of students).



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5 | Preparations by the teacher

In order to prepare the class, the teacher must familiarize herself with the following basic concepts:

- a. [What is climate change?](#)
- b. [What is environmental/climate-induced migration?](#) ;
- c. [What is the Anthropocene?](#)
- d. [What is environmental history?](#)

Teachers can find materials useful for their preparations in the [CLISEL definitional frameworks](#).

6 | Class

2 hours – lecture on climate change and environmental-induced migration

- Aims – make the students familiar with the following concepts: climate change; the Anthropocene; determinism
- Implementation – teacher’s lecture



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Additional materials: entries from the EHL's videodictionary (see point 5)

1 hour – an exploration of the geo-archive

Aims – make the students familiar with the structure of the geo-archive

Implementation – an exploration of the geo-archive website

Additional materials: a printed version of the geo-archive template

2 hours – students work in groups to select at least three cases from the geo-archive and proposing a pattern/connection between them

Aims – find patterns, make comparisons, cooperate

Implementation – organize the students into small groups (ideally of no more than 4 students); ask them to search the geo-archive and discuss possible patterns linking cases

Additional materials: if possible, large white notepads and sticky notes

2 hours – students' presentation of their three cases and espe-



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cially of the patterns identified

- Aims – improve oral presentation skills; assess the ability to make connections and detect patterns
- Implementation – each group of students will have around 10 minutes to present. A Q&A session will follow
- Additional materials: if possible, IT tools for PowerPoint presentations

2 hours – show at least two of the visual materials collected in the geo-archive and ask the students to identify what those sources can show, which otherwise would remain invisible

- Aims – show students the communicative power of arts and humanities; teach interpretative skills of textual and visual sources
 - Implementation – the teacher shows the materials selected from the geo-archive; she or he provides a short explanation about the genesis of the selected materials and then asks the students questions.
- The following is an example of what can be done.



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Selected materials from the Dust Bowl case: Passages from the novel *The Grapes of Wrath* by John Steinbeck; the short documentary *The plow that broke the plain*; and Jessica Lange's photographs of the Dust Bowl refugees

- A brief introduction to the Dust Bowl if it has not already been discussed in the earlier phases of the class

- *The Grapes of the Wrath*. A short biography of Steinbeck; summary of the novel's plot. Read one of the following chapters with the students: 3, 12, 17-19. ([Archive.org](https://www.archive.org)).

- *The Plow that Broke the Plain*. A short introduction to the New Deal and policy measures to tackle the ecological and economic crisis (<https://www.youtube.com/watch?v=fQCwhjWN-cH8&t=14s>)

- Jessica Lange's photos. A short presentation of her work (<http://www.pbs.org/kenburns/dustbowl/photos/>)

- Guiding questions for the debate: what can we learn about the Dust Bowl that other sources cannot communicate? Are those materials stimulating emotional reactions and is this a positive outcome? How are people depicted by those sources? What remains hidden in those representations?



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7 | Homework

4 hours – research and propose one case to be included in the geo-archive

Summer/longer assignment – choose one of the novels listed in the geo-archive and comment on what that source can reveal that would otherwise remain hidden.

8 | Assessment

In addition to homework described above under point 7, the students will be asked to fill in a questionnaire in order to assess whether they have retained the information delivered through the class.

Questionnaire

- (a) What is climate change? (max 250 words)
- (b) What causes climate change? (max 250 words)
- (c) Is there a scientific consensus on climate change? (max 250 words)
- (d) What is the Anthropocene? (max 250 words)
- (e) Which are the main critiques against the notion of the Anthropocene? (max 250 words)
- (f) Is there such a thing as climate/environmental-induced migration? (max 250 words)
- (g) Select one case from the geo-archive and explain what one can learn from it (max 500 words)



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9 | GeoArchive Template

Please use the entries already published in the geo-archive for guidance to fill in the template below.

Your case should be more or less 2000 word long (not less than 1500, not more than 2500).

cc

Location	Question	Details of the historical case
	Description and Timeframe	
	Actors involved	
	Type of environmental change	
	Type of migration (ie. Urban-rural, domestic, cross border)	
	Policy response	
	Audio-visual and literary materials	
	References	



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10 | Contacts

Do you know a case of environmentally induced migration and want to contribute an entry for the CLISEL geoarchive?

In case you are interested in developing a course building upon the CLISEL geo-archive and are looking for support, please contact us:

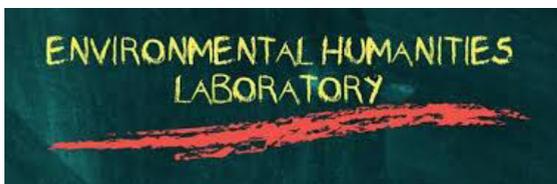
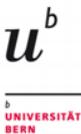
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