



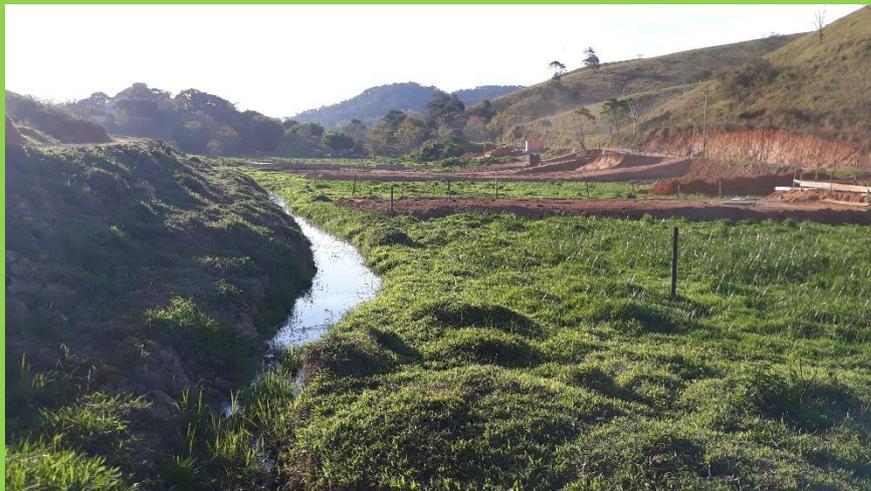
# Environmental History Guide



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HOW TO WORK ENVIRONMENTAL HISTORY IN  
THE CLASSROOM

# Environmental History in the Classroom: How to develop?



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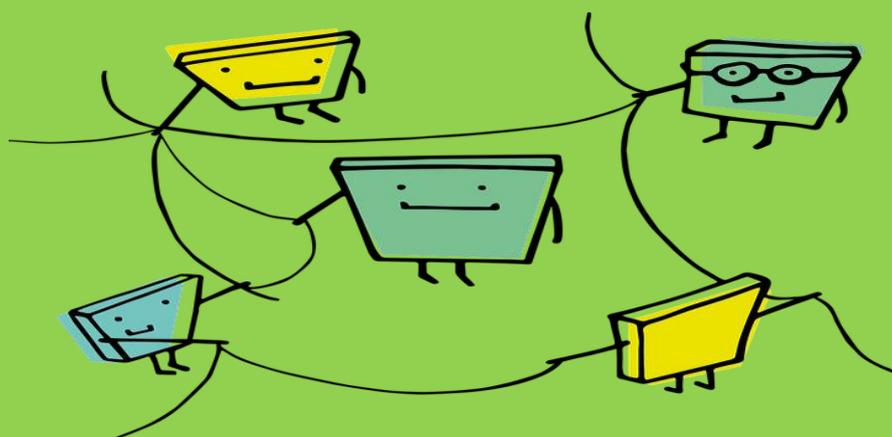
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## INTRODUCTION

The great problems faced by humanity in the face of environmental devastation poses a great challenge to professionals working in the field of education. As education is one of the main engines of a knowledge society, it assumes a great responsibility in preparing citizens and professionals of the present and the “future” to assume a new relationship with the environment; a relationship that aims to conserve and preserve the environment for future generations before nature dies (Dorst, 1973).

In this Guide, history teachers will receive information on how they can contribute to this process through the Environmental History methodology, which will provide pedagogical action strategies that aim to develop a historical-environmental awareness in basic education students.



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## CAP.1 What is Environmental History?

When we simply look at the term Environmental History, we have the impression that it would tell the story of the natural world, that is, that we should study the environment over time, but Environmental History seeks to go far beyond simply telling the history of the environment. When we started to study the principles of Environmental History and its methodologies, it was clearly perceived that this aspect of history seeks to place the earth as an agent of history and natural resources as its subject, demonstrating that nature is not just a resource available to the humanity (WORSTER, 1991).

In this perspective, Environmental History seeks to demonstrate that ecosystems, fauna, flora and soil, epidemics, hurricanes are active agents of history (WORSTER,1991). Environmental History was not created only to deal with nature, but this aspect of historiography seeks to relate, interdependently integrate nature in the social and cultural history of humanity (DRUMMOND,1991). In this perspective, this new strand of historiography seeks to register and problematize the “(...) different perspectives on sustainability and on socio-environmental conflicts that erupt in different counts and temporality from classical themes (...) to new denialism” (KMITTA et al,2012,p.1)

In this construction process, the Environmental History seeks to avoid all types of determinism, including the geographic and biological ones that place nature above man (CARVALHO, 2002), because to face the environmental crisis that the post-industrial society is going through, it is necessary to maintain a deep dialogical relationship between the natural and the social environment, always within a perspective that humanity and nature have never been separated (WORSTER, 1991) contrary to the fluctuating focus of history that accepts the superiority of man over the environment (ESTEVAM , 2017, p.149).

Therefore, we can conceptualize Environmental History as a strand of history that excels in “(...) several dialogues, which took place over time, between people and the rest of nature, focusing on their reciprocal impacts” (CARVALHO,2002,p. 172) and in this dialectical process, nature is conceived as the subject of history (CARVALHO, 2002).



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## CAP.2 Law 9,795/99 and Environmental Education.

The legislation that we can consider as the main landmark in dealing with the environment in Brazil after the military dictatorship, has in the Brazilian Constitution, in its article 225, the basic guidelines of the National Environmental Policy that defines the duties and rights of the population and the Brazilian State in relation to the environment pointing to the need to preserve nature, as "Everyone has the right to an ecologically balanced environment, a common good for the people and essential to a healthy quality of life, imposing the duty to the public authorities and the community. to defend and preserve it for present and future generations" (BRASIL, 1988, ART.225).

In this basic document, the influence of several World Conferences that dealt with the Environment in the past is notorious. Among them we can highlight the Stockholm Conference in 1972, which debated ecodevelopment, we also have the Environmental Education Seminar in Jammi, Finland in 1974, that defended the idea that environmental education must become permanent and integral. Finally, the Intergovernmental Conference on Environmental Education that took place in Tbilisi in 1977, that placed environmental education as a tool in the fight for the preservation of the environment (CARVALHO; COSTA, 2016), contributing to placing the environment on the Brazilian schedule.

Between 1997 and 2000 the National Curriculum Parameters (PCNs) were developed in Brazil, proposing a transversal nature of the environmental content with the content worked on school subjects in the classroom. In this process of institutionalization of environmental education between 2010 and 2012, the New National Curriculum Guidelines (DCNs) are produced, created to be a pedagogical support for Brazilian education systems, seeking to "(...) reframe the relationship between human beings and nature "(BRASIL, 2013,p.542); through these pedagogical documents, the Environment begins to be worked on in Brazilian basic education, becoming a reference for the curriculum planning of schools and teachers of all subjects, including history teachers (CARVALHO; COSTA, 2016), who are now forced to work on the environment in their classes (BRASIL,1998; BRASIL,2013).

In this process of strengthening environmental education in the world through conferences and pedagogical documents, in 1999 Brazilian law nº 9795/1999 was enacted, establishing the National Environmental Education Policy that transformed the environment into an essential component of the Brazilian educational curriculum “an Environmental education is an essential and permanent component of national education, and it must be present, in an articulated way, at all levels and modalities of the educational process, in a formal and a non-formal character” (Brasil,9795/1999,ART.2).

With the approval of the Common National Curriculum Base in 2017, this document strongly points to the need for history teachers to develop skills and abilities related to the environment with their students. In these documents, the environment appears strongly, both in the general and specific competences of the history component, proposing to build a “(...) socio-environmental awareness and responsible consumption at a local, region and global level, with an ethical stance in relation to self-care, to others and to the planet” (BNCC, 2018, p.9).

The Common National Curriculum Base suggests and requires throughout its text that the teacher must help students develop skills linked to the commitment to social and environmental sustainability through less consumerist behavior, always seeking a more balanced and healthy environment in light of human needs

"(EM13CHS302) to critically analyze and assess the economic and socio-environmental impacts of production chains linked to the exploitation of natural resources and agricultural activities in different environments and scales of analysis, considering the way of life of local populations - including indigenous peoples, quilombolas and other traditional communities – their agro-extractive practices and their commitment to sustainability” (BNCC, 2018, p.573)

These regulations show that it is not only the responsibility of biology and geography teachers to work on skills related to the environment, especially in light of the massacre promoted by the consumer society to the environment (CHIAVENATO,1989). History teachers must use their discipline to work on both social and environmental issues, always opening a dialogue with other disciplinary ones without losing its disciplinary specificity. In this perspective, the history teacher opens up a great opportunity in their pedagogical practice by incorporating environmental issues into their classes through the principles and methodology of environmental history



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## CAP. 3 PLANTED ENVIRONMENTAL HISTORY AT SCHOOL

Environmental History as a strand of history has not yet entered the Brazilian public and private primary schools in a clear and concise manner (SOUZA; SANTOS, 2016, p.304). Even in the face of the global environmental crisis, few schools ask history teachers to work on their content from an Environmental perspective (SANTOS; SOUZA, 2015, p.24). For Carvalho (2011), several factors hinder the work of Environmental History and Environmental Education in schools, among many, the following stand out: the school does not realize that the environmental issue is a systemic problem and not something to be resolved in the short term and this is worsened by the structural lack of human, economic and pedagogical resources, as well as by the deep specialization of subjects and the deficient training of history teachers in relation to environmental issues (CARVALHO,2010,p.3). Because of these factors, the school ends up doing only formal and bureaucratic work to fulfill its legal obligations regarding the environmental issue, producing an environmental education where training prevails and not criticality.

To change this situation, the teacher must understand that environmental history is as important as other aspects of historiography, and must begin to develop work regarding this content in their classes and plead in pedagogical meetings through solid and scientific arguments, which the school places Environmental History in its Political Pedagogical Project in view of the imminence of humanity's disappearance with the systematic destruction of nature promoted by post-industrial society (DORST, 1973).

We still do not see nature in history classes (CARVALHO, 2011) and this is a contradiction in terms of the warnings promoted by scientists around the world regarding the environmental impacts produced by humanity, as "the current crisis differs from all others due to its global nature , as it stems from a conception of a globalized Western nature" (SOFFIATI, 2020, p.165).

The school, as an institution that has knowledge as its base and the transformation of students' behavior as its objective, can collaborate immensely if there is a veritable interest of its management team in effectively introducing Environmental

History in its pedagogical activities, with the classroom as a triggering element of this process through teachers, especially history teachers.

### 3.1. The classroom and Environmental History

The classroom has a great importance for the teaching and learning process, as the teacher conducts all the pedagogical work and that is why it is a privileged place for the teaching and learning process within the school (VASCONCELLOS, 1993), where a job well done in the classroom can contribute to shed light on Brazilian and world environmental problems. All the evidence from research in the educational area demonstrates that a teacher who is aware of his role as an educator will not solve the problems of an education system alone, however, he will be able to contribute greatly to the transformation of teaching (FREIRE,2000, p.31).

The classroom is a privileged space for interaction between teacher and students, as it is the space that the curriculum and contents take place (VASCONCELLOS, 1993). It is in the classroom that the teacher selects the contents to be worked on, diagnoses learning problems, creates and applies methodologies and explains their political, social, economic positions, including their environmental positions in an objective or subjective manner (VASCONCELLOS, 1993).

For Vasconcellos (1993), the classroom is without a doubt the most important space in the school, as it is there that the teaching and learning process takes place in an objective way, in addition to being the technical space and also a political space. Influence as well as intentions, thus “we could say that classroom work is a systematic and intentional process of interaction with reality(...)” (VASCONCELLOS,1993,p.12).

Thus, when school management is committed to environmental issues and the history teacher incorporates Environmental History issues into their work within the class, both contribute strongly to reducing the consumer mentality inculcated by capitalist society in our students, as all of the scientific evidence points to consumerism as one of the main factors that lead to the destruction of the environment (GADOTT,2000, p.64).

In this process, it is up to the school to support history teachers who want to contribute to a healthy and sustainable nature, building tools that facilitate work on environmental issues and thus “(...) seek to build with students another narrative of the

past, in which nature is present” (SOUZA; SANTOS, 2015, p.304), within the history classes.

It is evident that the school is not the only place where people learn, but the school is a privileged environment for the formation of individuals in the current knowledge society (GADOTTI, 2000). The school institution must be truly responsible for the training of its students and teachers, this includes bringing into the school issues that make people involved in pedagogical activities want to participate in debates on the issue of the environment. In this process, the school can contribute in the following way:

- a) Try to rescue the environmental history of the school unit so that teachers and students realize that the school also has an environmental history  
Encourage debates on the need to fight for macro-solutions to environmental problems without giving up the solutions that are within our reach.
- b) It seeks to encourage dialogues related to Environmental History within the school, discussing the role of management, teachers, students, family and community in relation to socio-environmental issues
- c) Try to demonstrate the importance of collective and individual actions to resolve the socio-environmental issues of the school.
- d) The school must establish a permanent dialogue between teachers and school employees in the search to create strategies to solve or mitigate the school's environmental problems and expand to the social and environmental problems of the community.
- e) Always seek a minimum consensus on the topic addressed, record the conclusions and seek strategies that put these ideas into motion.

*Práticas na*  
**SALA**  
*de* **AULA**

## CHAP.4 USING SOME RESOURCES

Faced with the environmental crisis that crosses the world due to predatory practices promoted by the uncontrolled intervention of humanity in nature, the history teacher is called to contribute in the search for a solution to this issue by incorporating socio-environmental themes into their classes (SILVEIRA; ALVES, 2008) . Thus, it is necessary to know some educational resources that will facilitate the introduction of the environmental theme in your teaching practice.

Knowing the step by step of some educational resources, the teacher will be able to teach their classes with better quality integrating in a more efficient way the themes related to Environmental History of a locality, region and the world. In this process, the history teacher must understand that working with Environmental History in the classroom is going beyond environmental impacts such as pollution, global warming; above all, it is to understand that environmental degradation is intrinsically associated with social exclusion, poverty, violence, unbridled consumerism linked to a predatory economic model that results in the loss of the population's quality of life (SILVEIRA, ALVES,2008, p.127). Let's get to know some of this resource for greater effectiveness of the history teacher's action in the classroom.

### 4.1 WORKING WITH TEXT

Through the text, the history teacher will be able to work the history of Brazil and relate it to the world through the bias of environmental history and demonstrate that the impacts produced by men on the environment have "(...) local reach as regional and global" (PRESTE; PEREIRA, 2017, p.77).

The history teacher should promote a judicious choice of text taking into account the students' school year, and in this process may work on issues related to racism, social exploitation, imperialism, class struggles, gender issues, among other concepts dear to history always by bias of environmental history, leading students to realize that such concepts are intrinsically linked to the environment, as there is no disjunction between them (BITTENCOURT,2003, p.52).

- a) select texts related to the student's social and environmental reality
- b) adapt the text to the student's school year
- c) the text should bring a social and environmental dialogue both local, regional and national

#### 4.2. REGIONAL AND NATIONAL TOPIC

Faced with the environmental crisis, the integration of Environmental History and the teaching of history assumes a very relevant role in the classroom. Several didactic resources can be used in the teaching-learning process, such as the regional toponymy study<sup>1</sup>. Toponymy is a very interesting resource for the history teacher who wants to integrate the contents of stories with contents related to environmental education. In this pedagogical process, the history teacher can bring to the classroom names of places (neighborhood, street) that refer to natural landmarks, that includes, names of rivers, streams, reliefs, etc. It is an excellent didactic resource for working on issues related to Environmental History, as this type of educational resource normally generates a great deal of interest on the part of students .

The teacher will be able to list the name of a city, a neighborhood that has a toponymy related to water, for example, and promote dialogues about the environmental impacts on nature produced by human beings that result in profound social problems. Through these names, teachers will be able to problematize issues and factors that cause the socio-environmental degradation of a locality and region throughout history.

#### 4.3. USING AUDIOVISUAL INSTRUMENTS

They are pedagogical instruments that can be used to introduce a certain discussion in order to sensitize students to a topic of greater importance, seeking to develop in students a sensitivity to the elements that will be debated (PEREIRA, 2019). Films and documentaries linked to social and environmental problems have a great impact on the social and environmental problems that affect humanity. But for the effectiveness of these instruments it is important for the teacher to follow some steps.

a) The teacher must watch the film or documentary he has chosen and produce a synopsis.

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<sup>1</sup> Regional toponymy can be called a "(...) survey and analysis of the names of places, cities, rivers, hills and valleys. Many of them are linked to the characteristics of the environment or human actions on nature: the very municipalities Capões, Passo Fundo, Anata Gorda (...) are clear examples of denominations that can easily be seen on maps." (GERHARDT; NODARI, 2010, p.59).

b) It is important that this resource is contextualized with the contents of classroom work and, if possible, with the daily reality of students

c) A technical characterization of the film or documentary is important, including the original title, the production, who produced and directed the film or documentary, its duration, the cast and main characters if it is a film and the year of production.

#### 4.4. FIELD WORK AND LOCAL RESEARCH<sup>2</sup>

Another pedagogical strategy that the teacher can use is to propose a Historical Survey of the Local Environment (GERHARDT;NODARI,2010,p.60) of the place where the students live. This type of research project allows students to realize in practice the environmental and social changes in the place where they live, this makes students understand that they are inserted in the local and global historical context (PONTES, 2016).

The history teacher, when developing a Local Environmental History Research project, will build a perception in the student that he is part of the history of the place where he lives, therefore, the student will realize that he is a subject in the process of conservation or degradation of his environment district. According to Gerhard; Nodari (2010, p.60), this type of didactic resource can be used in all basic education, having the potential to awaken a great interest from students due to its concrete approach to the subject. Therefore, this type of educational resource is a powerful tool for raising awareness of the importance of conserving the local environment, which will influence the student's global view of nature. The Local Environmental History research project enables:

(...) to the students an understanding that history is an elementary matter for understanding the reality in which they live, that is, history is the science capable of demonstrating, through political, economic, cultural and social characteristics, the current conditions of your neighborhood, city, state, country and world (Pontes, 2016, p.3)

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<sup>2</sup> It is a type of research and investigation project of a pedagogical character that aims to reconstruct the Environmental History of a neighborhood or even the municipality, providing a dialogue"(...) of relatively complex issues. The child's experience in the daily life of the society in which he lives favors the learning of history as he can empirically verify a series of concepts. It is not about limiting the study to the city's borders as if we were taking it out of the larger space, but rather working with the students' experience to develop universal notions or concepts" (GERHARDT; NODARI,2010, p.60).

In this process, the teacher should encourage students to get together with the residents materials that can reconstruct the environmental history of the place, such as photos, newspapers, magazines and old footage. Another important element in a Local Environmental Historical Research are the interviews carried out with former residents of the place who are living depositors of the history of the place (SILVÉRIO, 2013). It is an opportunity for students to reconstruct the socio-environmental history of their community, and thus perceive the transformations that have taken place over time through a living document<sup>3</sup>.

This type of Project ends up involving the community in many cases and consequently helps to develop students' critical thinking, in addition to generating significant learning. The Site Environmental History Research as an educational resource enables students to develop a sharper perception of changes and permanencies in the natural and social environment of the location where they live, enabling them to efficiently interpret primary historical sources (GERHARDT; NODARI, 2010, p.60), leading them to verify in practice the integration between history and nature. To achieve these goals, the teacher can guide students through the following step-by-step:

- a) Instruct students to visit the places to be studied.
- b) At each visit, students must record everything observed.
- c) Guide students to collect and organize images of the areas under study.
- d) Instruct students to interview long-term residents who have lived at the project site for many years.
- e) encourage students to research written documents from the place where the research takes place.
- f) After collecting the data, the teacher must guide the students to promote the reading, interpretation and writing of the collected information.
- g) Finally, the teacher must guide students to prepare written materials, prepare documentaries, among other recording possibilities.

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<sup>3</sup> "An oral society recognizes speech as a means of preserving the wisdom of the ancestors, venerated in key utterances, that is, the oral tradition. It can be defined as testimony transmitted verbally from one generation to another" (SILVÉRIO, 2013, p.52).

#### 4.5. WORKING WITH PHOTOGRAPHY

Nowadays, photography has achieved its legitimacy due to the great use of this tool by people and the media in general (SILVEIRA, ALVES, 2008, p.141), which is why the integration of photography with written text has become a formidable pedagogical resource that teachers cannot give up. Photography is an excellent educational resource for working with Environmental History in the classroom, as it is a symbolic record of a certain cut of a certain reality and time, therefore it should be incorporated into the pedagogical work of the history teacher. With the advent of technology and the facilitation of cameras built into cell phones, photographing the landscape or a particular place became uncomplicated and this facility generates an excellent opportunity for history classes. Through photography, it is possible for the history teacher to make comparisons between various historical moments, both in the present and in the past, aiming to demonstrate to students the transformations promoted by human action in nature.

It is important for the history teacher to have a clear understanding that photography can create or modify a reality, hence the importance of a critical sense in the face of photographic images that will be worked with students in the classroom (GOLTARA; MENDONÇA, 2015). In this process, photographs should not be understood in an "(...) absolute way, they can be starting points for inquiries and to arouse interest – to be completed with other techniques." (GOLTARA; MENDONÇA, 2015, p.135).

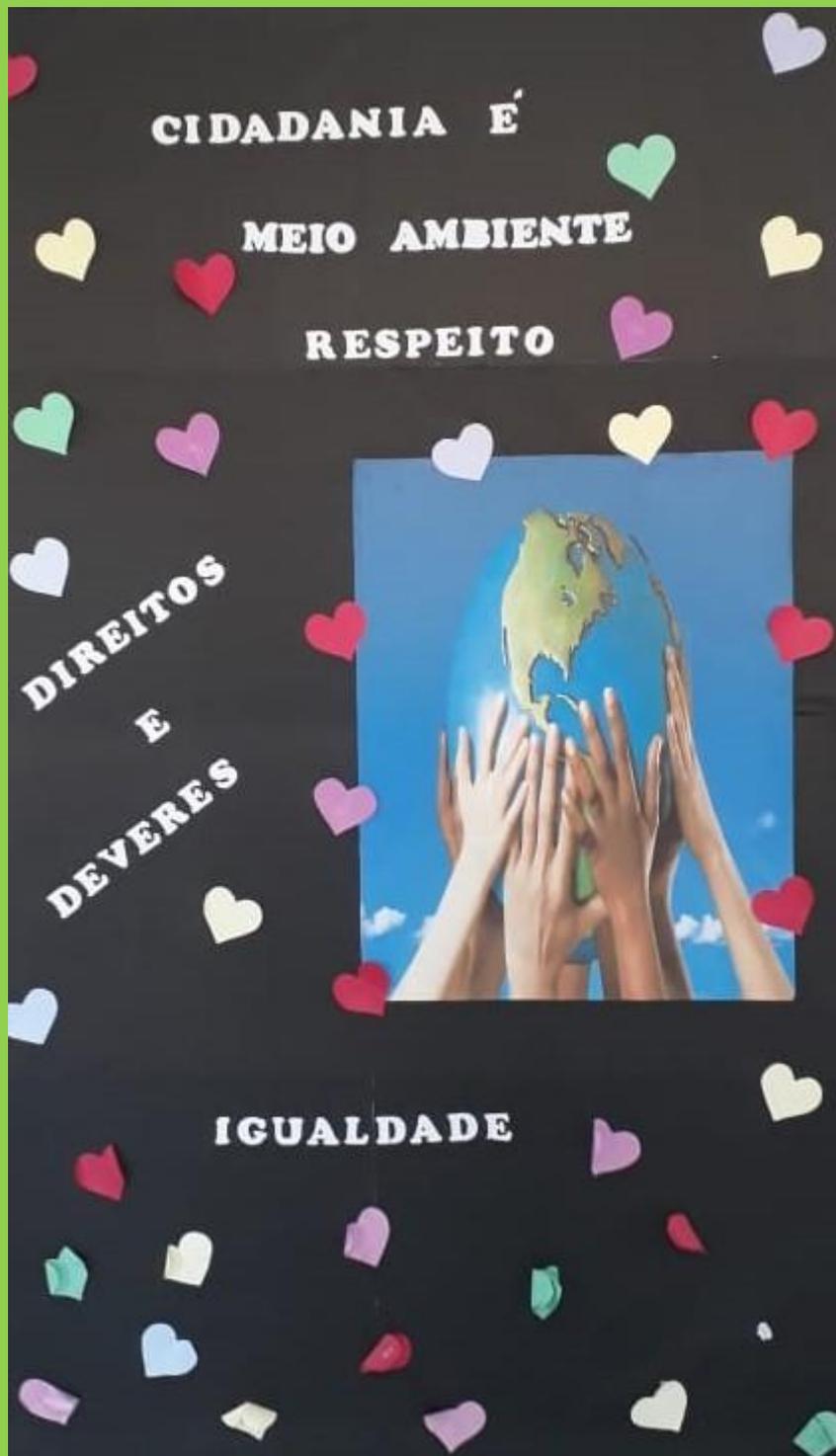
Photography is not the "(...) pure and neutral reality(...)" (SILVEIRA, ALVES, 2008, p.141), however when used properly it becomes a powerful educational resource that can expand the ability of students to understand the human influence on social and environmental problems produced by society. In this process, "photography can point out partial reflections, help to ask questions and provoke questions". Given the above, how to work with photography in the classroom?

- a) Always try to arrange the photos chronologically to facilitate the understanding of different stages of the landscape or area studied by the students.
- b) It is very important to analyze all the elements that appear in the photograph, avoiding trivializing the reading comprehension of this educational resource.

- c) Analyze the photos collected, preferably always within a historical, social, political and environmental context, having the classes as references.
- d) Whenever possible, always use written texts linked to the collected photos, always seeking to contextualize the moment represented there.
- e) Try to make students understand that the photo represents a cutout of a historical moment and a certain way of seeing reality, so it should not be taken as an absolute truth.
- f) Guide students to record all their conclusions about the photos under study.



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## CHAP.5 FIELD WORK AND ENVIRONMENTAL HISTORY IN THE CLASSROOM<sup>4</sup>

Nature can become an important historiographical document for history teachers committed to the environmental issue. Through fieldwork, according to Carvalho (2021), the teacher will be able to create proposals for practical classes where students will relate environmental problems with the contents taught in History classes, enabling students to understand that there is no separation between the cultural environment and nature (WORSTER,1991). Through the research promoted by the field work, it is possible to raise historical-environmental data of a particular place, therefore understand the historical reasons that led people to degrade the environment in the territory where they live (ALMEIDA, 2020).

Fieldwork can become an important pedagogical tool in the teaching-learning process as it allows the history teacher to integrate the theoretical content of classroom work with practice, so expanding the students' view of the world, according to Almeida(2013, p.1) "(...) the field class in the history discipline is essential, because through that it is possible to actually identify what is studied in the classroom, so enabling the student's perception of the various interactions of the man and his environment."

Fieldwork is a type of pedagogical work that strengthens the ability to read the historical and environmental space in which students are inserted, as history is a science that is closely integrated in people's lives, as every historical process takes place in a determined territory consisting of cities, rural areas, cultural processes, social aspects, ecosystems, fauna, springs, streams, rivers, forests, among others; that is why "In this sense, Environmental History associated with the teaching of history enables a better understanding of local aspects that are of great relevance for the understanding of environmental historical learning" (ALMEIDA, 2020, p.17).

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<sup>4</sup> For Carvalho (2021), Fieldwork is not limited to a walk outside the classroom, it is actually an interdisciplinary pedagogical tool that provides students with a deeper understanding of the content, expanding their sense of criticism in the face of the teaching-learning process. .

In this process, the history teacher who develops his pedagogical work through the bias of Environmental History will be able to demonstrate the relevance of the environment to understand the local and regional historical process that are an interdependent part of National and World History (ALMEIDA, 2020). Freire (1996, p.16) advocates that the teacher should take advantage of the knowledge that students have of environmental problems identified within the locality where they live, in order to expand their vision of the environmental problems that plague humanity, but always starting from their historical reality. Thus, fieldwork is a resource that provides the integration between content and practice

Therefore, the history teacher who intends to work history integrated to the environment is fundamental for the teacher to try to leave the classroom with their students to know the possible research sites and thus promote more precise guidance on the questions that such a proposal will raise in their students throughout their work, according to Gerhardt; Nodari(2010), the teacher must step on the clay, that is, they must always seek to develop Fieldwork with their students to effectively teach a living story. We can identify some steps to start a field work involving Environmental History.

This integration between the theoretical content of the classroom and practical work through fieldwork, lead students to realize that this process took place in a certain territory formed by forests, people, houses, rivers, and that all of these elements they directly or indirectly influence historical events, hence the importance of fieldwork to demonstrate in practice the integration between the environment and the social process created by men. Fieldwork can become an instrument for excellence by providing an integration between the theoretical-conceptual, procedural and attitudinal framework in history classes (SILVA, PORTO, 2012). In order to produce good fieldwork, it is important for history teachers to plan each step of the process together with the students.

### 5.1. LET'S ALWAYS ASK

In field work involving Environmental History, the initial questions are elementary, so the teacher must guide students to raise several questions about the location to be investigated to be answered throughout the research.

- a) What was the location like before the arrival of the residents?
- b) Why did people live in this location?
- c) Are there still streams, creeks in the neighborhood?
- d) Is there vegetation in the neighborhood? If it doesn't exist what led to its disappearance?
- e) Where is the residents' sewage system deposited?
- f) Is there garbage collection?
- g) Are there wild animals?
- h) Are there green areas in the neighborhood?
- i) Is there great social inequality in the neighborhood?

### 5.2. MY NEIGHBORHOOD HAS A HISTORY AND YOURS TOO.

It is interesting that students notice the importance of local history for understanding regional, national and global history. According to Professor Marco Silva and Professor Amélia Porto (2012), local history is of great importance as it removes the view that historiography is an abstract science as it works directly with the history experienced by students in their daily lives.

### 3. Guide students to build sketches or maps of the location:

If the fieldwork takes place in a neighborhood, for example, it is important for the teacher to guide students to create maps or sketches of that location indicating the main socio-environmental problems identified. In this map or sketch it would be important to contain the following items among others:

- a) Location of springs in the neighborhood, if any, including those that have already disappeared.
- b) The trajectory of streams, creeks that existed or exist in the neighborhood
- c) The location of woods, woods that existed or disappeared with the construction of houses, businesses, etc.
- d) Try to know and record the history of the neighborhood's fauna (wild animals that existed and exist in the neighborhood)

### 5.5 PRESENTING THE FIELD WORK

An important step in the Field Work is the presentation of the research in view of the relevance of the information collected. Each student or workgroup must create the best way to present their work, but it is essential that the information is always documented under the guidance of the teacher. It is very important that the research community also have access to this information, normally this type of action generates great pleasure in the community that wants to see its history recorded and contributes to bringing the school and the community closer together.

- a) Podcast disseminated information obtained by the survey
- b) Production of visual documentaries
- c) Creation of a newspaper.
- d) Blog
- e) Reports
- f) Conversation Wheel
- g) Murals with reports and photos of the field work
- h) Books



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## FINAL CONSIDERATIONS

This work guide seeks to be a guiding instrument for history teachers who want to develop their pedagogical work in the classroom through the methodology and principles of Environmental History.

In view of the great environmental crisis that devastates humanity and the rapid process of destruction of ecosystems and Brazilian hydrographic microbasins, the engagement of history teachers in the fight for environmental preservation is of fundamental importance.

Therefore, history as a science will be of great social and cultural relevance, so, it must take the vanguard in the fight for the conservation of all ecosystems, thus contributing to recovering the history of the environment, which is actually the history of humanity.

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