

### Derelict: Leaving With A Trace

#### **Year / Stage / Educational Level:**

Upper Secondary Education (Bachillerato) > 1st Year of Bachillerato > 2nd Year of Bachillerato

**Subject Area:** Second Language > English

**Recommended duration:** 6 sessions (flexible and extendable)

The **learning objectives** of this teaching programme are to:

- Become familiar with the use of geographical coordinates.
- Learn about the history of different abandoned places around the world.
- Approach and explore literary works related to these abandoned locations.
- Develop empathy for "ordinary" people who have experienced extreme situations.
- Imagine scenarios in which similar situations could happen to us.
- Create literary and artistic works based on these experiences.
- Practise listening and reading comprehension in English.
- Develop oral and written communication skills in English.
- Learn to work collaboratively in teams.
- Enjoy the learning process.

This programme is based on the following **contents**:

- I. Abandoned places: history and migration. Wars, development, climate change, government policies, natural disasters, etc.
- II. English language: oral and written comprehension and production.
- III. Empathy: displacement and loss of roots as a shared human experience.
- IV. Literature of displacement: reading and creative writing.

#### **Description:**

##### **Part 1 (3 sessions, extendable)**

Working with 5 groups of 4–6 students, each group will research a set of geographical coordinates that lead to a different abandoned city (from various historical periods, continents, and causes).

Each group will prepare a virtual tour to present to their classmates. During the presentation, they will answer a series of questions about the settlement before, during, and after its abandonment.

If this phase is extended, an additional activity may be included focusing on actual literary works related to the place (poetry, novels, short stories, or journalistic texts).

##### **Part 2 (3 sessions)**

In the second phase, each group will discuss and agree on a possible scenario in which they themselves are forced to leave their homes. These scenarios may be realistic (wars, climate change, government orders, disasters) or more imaginative and creative (alien invasions, zombie epidemics, etc.).

In addition, each student will individually write a poem, short story, or comic strip based on this experience.

**Methodology:** Research-based learning, Problem-solving activities, Cooperative learning, Peer mentoring and support.

### Grouping:

Whole group: for collective reflection on the proposed topics.

Small groups: five groups of 4, 5, or 6 students.

Whole group: for oral presentations.

**Assessment:** In this learning situation, all language skills will be developed. Assessment will focus mainly on oral and written production, as well as mediation skills.

**Author:** Belén García Francoy

## PART 1 (3 sessions):

### Session 1

Divide the class into five groups and give each group a piece of paper with a set of coordinates.

- C1: 40°16'5"N 6°6'25"W → G1: Granadilla, Spain
- C2: 41°18'11.7"N 0°45'1.8"W → G2: Belchite, Spain
- C3: 52°05'21"N 10°32'49"W → G3: Blasket Islands, Ireland
- C4: 51°24'23"N 30°03'27"E → G4: Pripjat, Ukraine
- C5: 32°19'01"N 87°06'05"W → G5: Cahaba, Alabama

Using tablets or laptops, students will research what these coordinates correspond to. All groups will share information about each place and they will try to identify what they have in common: they are abandoned places—towns or cities where people once lived and no longer do.

#### Background information:

- Granadilla (Cáceres, Spain) was evacuated to build a reservoir, although it was never submerged.
- Belchite (Zaragoza, Spain) was destroyed during the Spanish Civil War.
- The Blasket Islands (southwest Ireland) were evacuated by government order after World War II.
- Pripjat was the residential city for workers at the Chernobyl nuclear plant and was evacuated after the disaster.
- Cahaba was the first capital of Alabama and was abandoned due to climate and health conditions.

### Session 2

Once this is established, each group will research their assigned abandoned location and create a virtual tour using Canva or PowerPoint.

The key objective is to show what the place was like when people lived there and what it is like now, and to answer the following questions:

- How long was it inhabited? (provide dates)
- How did the inhabitants make a living? What did people do?
- Why did they leave? (natural, political, social causes, etc.)
- How did people learn they had to leave? (own decision or external order)
  - What was the departure like? (sudden, urgent, gradual, voluntary, forced)
  - Where did they go? What are they doing now?

### Session 3

Students will prepare the presentation and rehearse in their groups.

#### **Optional extra sessions**

Students may read poems, short stories, or excerpts from literary works related to the places they are researching, for example:

- Out of Chernobyl: A Girl Named Olga (2008) by Maureen A. White
- Blasket Islands: A Kingdom of Stories by Joan Stables
- Diamonds in the Rough: A History of Alabama's Cahaba Coal Field by James Sanders Day

Aspects to focus on:

- Who is speaking?
- What is the tone?
- What is the message?
- How does it make us feel?

### **PART 2 (3 sessions):**

#### **Sessions 1 and 2**

In pairs, students will imagine what would happen if their neighbourhood, town, or city became abandoned.

They should think not only about what would happen to them personally, but also about what might cause the situation and what would happen afterwards.

Guiding questions:

- Why? Possible causes (subway collapses, war, climate change, zombie attacks, etc.).
- How would we find out?
- What would we do? How would we leave? Where would we go? What would our parents do?
- How would we feel?

Students will create:

- A visual representation (drawing, diorama, model, etc.).
- A literary piece (poem, short story, or non-fiction such as news report or other journalistic text).

### Session 3

Presentation to classmates and group evaluation of the activity.

#### **Recursos**

coordenadas.pdf  
derelict presentation.ppt  
derelict presentation.pdf