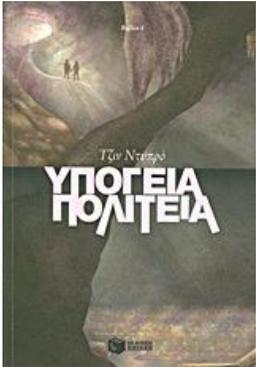
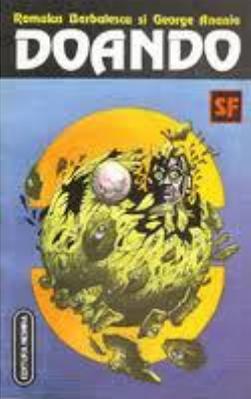


Cipru

| Bibliographic reference | 300-word summary | Connection to curriculum | Ideas for educational activities |
|---|--|--|---|
| <p>DuPrau, J. Trans. Megaloude, F. (2011)</p>  <p>1st Book: IpogiaPolitia [The City of Ember] ISBN: 960-16-3759-1 Pages: 280</p> <p>2nd Book: Peraapo to Skotadi [The People of Sparks] ISBN: 960-16-3773-7 Pages: 350</p> <p>3rd Book: To Diamanti tis</p> | <p>This is an internationally acclaimed series of sci-fi books that has been translated in Greek and other languages.</p> <p>Many hundreds of years ago, the city of Ember was created by the Builders to contain everything needed for human survival. It worked, but now the storerooms are almost out of food, crops are blighted, corruption is spreading through the city and worst of all - the lights are failing. Soon Ember could be engulfed by darkness.</p> <p>But when two children, Lina and Doon, discover fragments of an ancient parchment, they begin to wonder if there could be a way out of Ember. Can they decipher the words from long ago and find a new future for everyone? Will the people of Ember listen to them?</p> | <p>LITERATURE CURRICULUM FOR PRIMARY EDUCATION, GRADES 5 & 6*</p> <p>SCIENCE CURRICULUM FOR PRIMARY EDUCATION**</p> <p>5TH GRADE</p> <ul style="list-style-type: none"> - The Environment - Matter <p>6TH GRADE</p> <ul style="list-style-type: none"> - Energy - Our Body & Health - Matter - Forces – Movement – Simple Machines – Tools – Constructions | <p>LITERATURE</p> <p>Read and compare to other dystopian/ post-destruction stories and the future societies and worlds they imagine.</p> <p>SCIENCE</p> <p>Activities that prompt students to explore creatively possible futures of Earth and the human species (in relation to environmental issues).</p> <p>The young protagonists are characteristically adept to the scientific way of thinking and problem-solving; these could be identified and students could be encouraged to employ similar processes to solve real or imaginary problems and explore learning situations.</p> <p>Energy, in relation to the sun (and its absence from the underground city) and in relation to the use of hydroelectric power, is central in the plot. So, activities that relate to the importance of the sun for life on Earth, the manner in which hydroelectric power is produced, etc. are appropriate.</p> <p>Underground morphology/matter and environment (creatures, water currents, etc.) could also be explored. Students could also discuss about the probability of humans being able to live underground for long periods (in relation to the human body, as well as to a possible nuclear disaster).</p> |

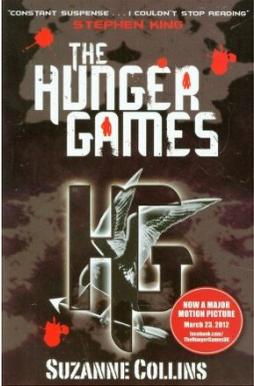
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| IpogiasPolitias [The Diamond of Darkhole] ISBN: 960-16-4460-1 Pages: 303 | | | LIFE EDUCATION Several issues that pertain to civic society, family, school, environmental education, etc. could be explored. |
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România

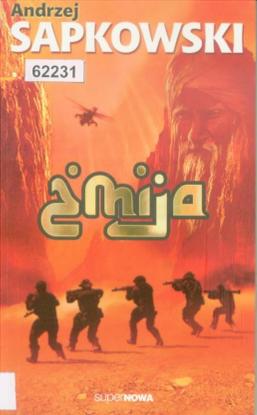
| Referință bibliografică | Rezumat în 300 de cuvinte | Conexiune cu curriculumul | Idei pt. activități educaționale |
|--|---|---|--|
| <p>Romulus Bărbulescu, R., Anania, G. (1992) Doando [Doando] București: Nemira</p>  <p>ISBN : 973-569-552-9 Pages : 304</p> | <p>Titlul semnifică aparent (în limba unei civilizații umanoide) viață fără viață (do-ando). Acțiunea are loc într-un viitor al civilizației pământene, în care problemele sociale, economice și morale pe care omenirea le-a avut de secole au fost rezolvate, iar acum întreaga lume se poate dedica cunoașterii și explorării cosmosului. Pt. civilizația pământeană descrisă în nuvelă, terraformarea altor planete a devenit o metodă comună de a împinge mai departe explorarea universului. Nuvela prezintă mai multe teme favorite ale SF-ului, toate subsumate temei principale: salvarea unei civilizații extra-terestre de către două alte civilizații mult mai tinere, pământeni, acum aflați în faza următoare a colonizării mai multor planete și umanoizii de pe Vuundo, care sunt de-abia în fază timpurie a explorării inter-stelare, căutând alte planete, pe care să se mute. Vuunzii (locuitorii planetei Vuundo), trăiesc sub stresul că soarele sistemului lor solar va fi distrus (soarele lor se transformă rapid dintr-o stea galbenă în una roșie, din cauză consumului hidrogenului său). Astfel, Vuundo se răcește în mod constant și ireversibil, urmând să aibă de-a face cu glaciațiuni puternice, iar din această cauză Vuunzii își încep prima călătorie inter-galactică, cu scopul de a găsi o nouă planetă pe care să locuiască.</p> | <p>A. Materie: Chimie, clasa a 7-a REAȚII CHIMICE. TIPURI DE REACȚII CHIMICE: Definirea reacțiilor chimice; Ecuatii chimice; Reacții de combinare și de descompunere; Reacții de substituție; Reacții lente. Reacții rapide; Reacții exoterme. Reacții endoterme.</p> | <p>A. Activitatea 1: Având exemplul soarelui, pot fi făcute asocieri cu multe feluri de reacții, reacții care au loc în soare și care sunt importante pt. menținerea vieții. Activitatea 2: Procesele de răcire și încălzire pot fi <u>observate și descrise</u>, pe baza reacțiilor exoterme și endoterme. Activitatea 3: Procesele de răcire și încălzire pot fi <u>analizate și explicate</u>, pe baza reacțiilor exoterme și endoterme. Activitatea 4: Ecuatii chimice ale reacțiilor bazate pe hidrogen.</p> |

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| | | <p>B. Materie: Biologie, clasa a 6-a Caracteristici morfo-funcționale, comportament, adaptabilitate a ființelor vii: relații între factorii de mediu și diversitatea lumii vii; structura și funcțiile organismelor vii; relații între tipuri de comportament și adaptarea organismelor vii la mediu.</p> <p>Materie: Fizică, clasa a 7-a Interacțiune gravitațională</p> <p>Materie: Fizică, clasa a 8-a Radiații și protecție împotriva radiațiilor; efecte biologice și protecția împotriva radiațiilor.</p> | <p>B. Activitatea 1: Privire de ansamblu asupra subiectului cărții, subliniind fenomenele care se găsesc aici. Activitatea 2: Realizarea de prezentări PowerPoint, de desene etc. privind subiectul. Activitatea 3: Analizarea posibilității și implicațiilor unor asemenea fenomene ca: terraformarea, anabioza, corectarea genetică, creierul bio-electronic, câmp anti-gravitațional. Activitatea 4: Evidențierea aplicațiilor posibile</p> |
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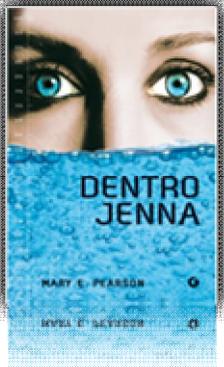
Ireland

| Bibliographic reference | 300-word summary | Connection to curriculum | Ideas for educational activities |
|---|--|---|---|
| <p>Collins, S (2008) The Hunger Games Publisher: Scholastic Press</p>  <p>ISBN: 1407109081 Pages 374</p> | <p>In the first third of the book, we are introduced to our protagonist, Katniss Everdeen. Though she's only a teenager, she's a tough hunter who puts food on her family's table. Every year the Capitol of Panem hosts an event called the Hunger Games where two "tributes" – a boy and a girl – are drafted from each of the twelve districts to be brought to an arena and fight to the death. Only one person can win. This is to remind the country not to rebel.</p> <p>During the opening ceremonies, Cinna and Portia dress Katniss and Peeta in flames and they draw much attention to themselves. During training, Katniss reveals her archery skills to the Gamemakers and scores an amazing 11 out of 12. Peeta gets a lower score and asks to be coached separately. Peeta also announces in an interview that he has a mega crush on Katniss. Is this all just a strategy to gain audience support and sponsors? Katniss thinks so, but it works well for her too, so she plays along.</p> | <p>History – Empire, history being written by the victor Revolution and Resistance Science – the evolution of humanity and the need to survive Civics – Society and responsibility</p> | <p>One quick exercise I would use would be to simply ask kids to compare and contrast the maps and then discuss why they might look different, you might have kids create their own map and justify why their map looks the way it does. This could lead into a deeper look at countries/regions and how where we live affects who we are.</p> <p>Create a Game Based on the Novel Encourage students to create a board game, card game, or learning game using the events and experiences from the novel. Combining Visions Students will create a mural of the novel.</p> <p>Include these activities to encourage student creativity and analytical thinking while practicing reading skills, writing skills, using technology, and creating new and interesting products for the conclusion of the novel. With the variety of activities provided, they'll be sure to find something they'll enjoy completing and with as much enthusiasm as they possessed while reading the novel.</p> |

Poland

| Bibliographic reference | 300-word summary | Connection to curriculum | Ideas for educational activities |
|---|--|---|--|
| <p>Sapkowski A. (2009)</p> <p>Żmija [The viper]</p> <p>Warszawa: SUPERNOWA</p>  <p>ISBN: 978-83-7578-0215 Pages: 237</p> | <p>The story takes place during the Soviet intervention in Afghanistan. The main protagonist is the officer of Soviet Army, who can predict the near future. During the bloody war in Afghanistan he is able not once to save a life of himself and his companions. One day serving at the outpost, he meets the golden snake, which makes him contact with the people from the past. He experiences scenes from the conquer of Afghanistan by invading armies - armies of Alexander the Great and the British during the Second Anglo-Afghan War, Lewart spends more and more time with the viper. In the epilogue there are the scenes from the intervention of NATO forces, with the participation of the Polish army patrol.</p> | <p>Humanities curriculum for education in Gimnazjum, students aged 13-16</p> <p><u>Grade 1, 2, 3:</u> Literature – war story Language – communication skills</p> <p><u>Grade 3:</u> History – the wars in Afghanistan</p> <p>Science curriculum for education in Gimnazjum, students aged 13</p> <p><u>Grade 1:</u> Biology - reptiles.</p> | <p>Literature - comparing the story with other war stories</p> <p>Language - activities that prompt students to discuss different types of communication among people and between people and animals or creatures</p> <p>History - a group project on the history or wars in Afghanistan, comparing different fighting styles, weapons, military strategies.</p> <p>Biology – the life of reptiles, specific features, their behaviour and adaptation skills, their environment.</p> |

Italy

| Bibliographic reference | 300 – word Summary | Connection to curriculum | Ideas for educational activities |
|---|--|--|--|
| <p>Mary E. Pearson (2011) Dentro Jenna [Inside Jenna] Italy: Giunti Y</p>  <p>ISBN 9788809749634</p> <p>Pages: 384</p> | <p>The teenager Jenna Fox, after more than a year in a coma, wakes up in a body and a mind that she finds hard to recognise. Her parents say that she was the victim of a serious car accident, but there are many gaps about her identity and a lot of unanswered questions about her current life. Why would her family move suddenly to California, leaving everything in Boston? Why does her grandmother treat her with inexplicable grumpiness? Why do her parents forbid her to talk about the sudden move? And why can Jenna remember whole pages of Walden Thoreau, but she hardly brings to mind disordered excerpts of her past? Thirsting for truth and restless, the girl tries to regain her past life. Watching movies of her childhood, strange memories resurface in her confused mind, and slowly, Jenna realises that she's prisoner to a terrible secret.</p> <p><i>Recommended age: 11 - 15</i></p> | <p>Civic Education curriculum for middle school and high school:</p> <ul style="list-style-type: none"> - Human rights - Ethics <p>Science curriculum for middle school:</p> <ul style="list-style-type: none"> - Human body <p>Technology curriculum for middle school:</p> <ul style="list-style-type: none"> - Hardware and software - New technology | <p>CIVIC EDUCATION Activity: reading about human rights. Which rights are violated in Jenna's story? Class group is divided into 4 groups: each of them designs a new character based on the provision of abiding to human rights, designed for a world of robots-humans like Jenna. After a collective discussion, characters are put together into a one Robot Right charter.</p> <p>SCIENCE Activity: realise a 2d human body section. On an individual wooden board, each student paints the outline of a human figure. Put some tacks: blue and red wool threads pass across tacks to simulate muscles and blood vessels. Braid them by looking at a human body picture. On a second human figure, students create Jenna's body, weaving wire and plastic threads inspired by the image of a computer's interior.</p> <p>TECHNOLOGY Activity: Two class sub-groups do the same research in two different ways: using books and going to a library (classic way) and using new technology (internet). Compare two manners: the old one and the new. Observe positive and negative aspects of both.</p> |