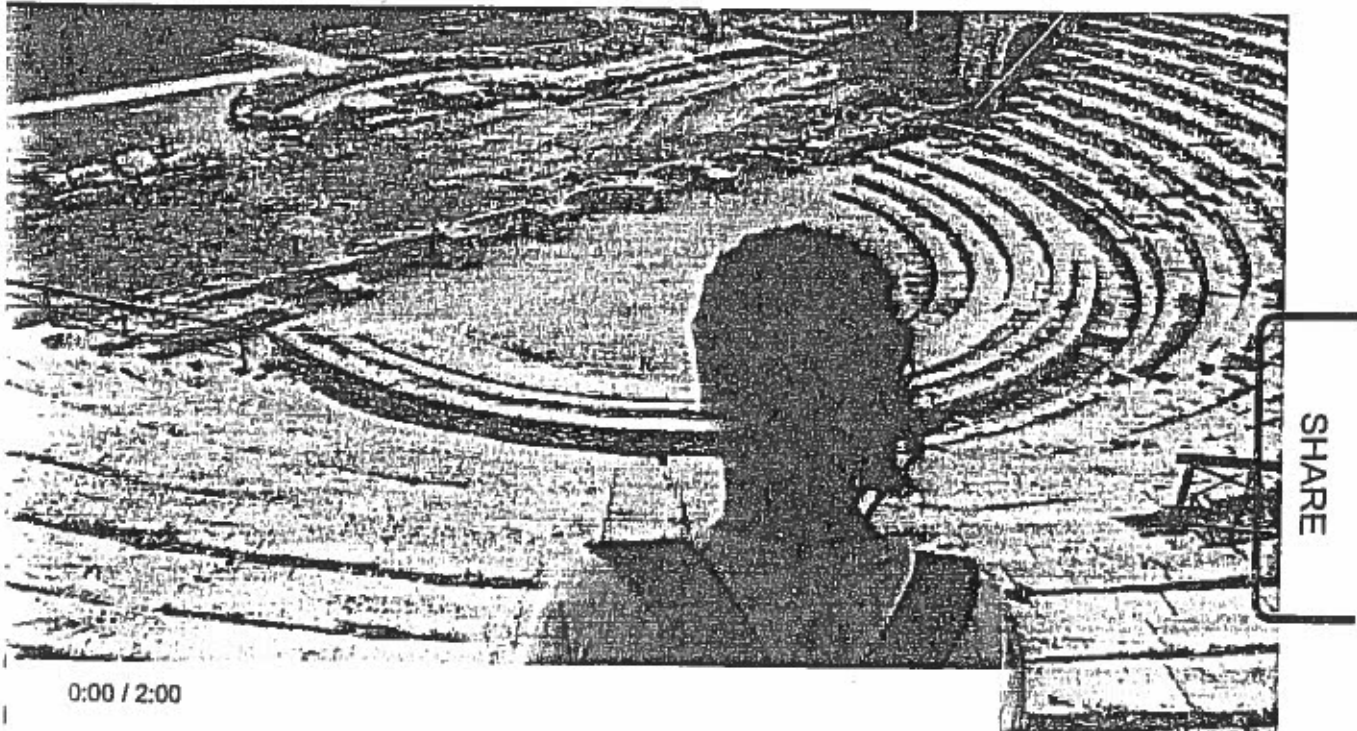


THE EUROPEAN YEAR OF CULTURAL HERITAGE 2018

A cura della Prof.ssa GABRIELLA GASPERINI

The European Year of Cultural Heritage 2018

Throughout 2018, we will celebrate our diverse cultural heritage across Europe - at EU, national, regional and local level. The aim of the European Year of Cultural Heritage is to encourage more people to discover and engage with Europe's cultural heritage, and to reinforce a sense of
COMMUNITY




The year will see a series of initiatives and events across Europe to enable people to become closer to and more involved with their cultural heritage. Cultural heritage shapes our identities and everyday lives. It surrounds us in Europe's towns and cities, natural landscapes and archaeological sites. It is not only found in literature, art and objects, but also in the crafts we learn from our ancestors, the stories we tell to our children, the food we enjoy in company and the films we watch and recognise ourselves in.

Why Cultural Heritage?

Cultural heritage has a universal value for us as individuals, communities and societies. It is important to preserve and pass on to future generations. You may think of heritage as being 'from the past' or static, but it actually evolves through our engagement with it. What is more, our heritage has a big role to play in building the future of Europe. That is one reason why we want to reach out to young people in particular during the European Year.

Cultural heritage comes in many shapes and forms.

- 
- **tangible** – for example buildings, monuments, artefacts, clothing, artwork, books, machines, historic towns, archaeological sites.
 - **intangible** – practices, representations, expressions, knowledge, skills – and the associated instruments, objects and cultural spaces – that people value. This includes language and oral traditions, performing arts, social practices and traditional craftsmanship.
 - **natural** – landscapes, flora and fauna.
 - **digital** – resources that were created in digital form (for example digital art or animation) or that have been digitalised as a way to preserve them (including text, images, video, records).

Through cherishing our cultural heritage, we can discover our diversity and start an inter-cultural conversation about what we have in common. So what better way to enrich our lives than by interacting with something so central to who we are?

Cultural heritage should not be left to decay, deterioration or destruction. This is why in 2018, we search for ways to celebrate and preserve it.

What is happening in 2018?

The year belongs to all to experience, appreciate, and enjoy cultural heritage. Everyone is invited to join the thousands of activities taking place across Europe to involve people more closely with cultural heritage.

Each Member State has appointed a National Coordinator to implement the year and coordinate events and projects at local, regional and national level.

Irene Pateraki <etwcreativeclassroom@gmail.com>

3/4/2018 14:33

Cultural Heritage is?

A gasperini.gabriella@libero.it

Dear all,

next days the April's activity will be announced and it will involve your students as well...so stay tuned!

Until then, I would like to have **your view** on what **Cultural Heritage is about and how education can help**. And also, I would like to have **your pupils's view** on the same topic. I have created 2 padlets and your contribution will be valuable as I'm thinking of using some of your statements in something I'm working at the moment.

Your view: https://padlet.com/renia_95/culturalheritage

Pupils view: https://padlet.com/renia_95/ch

Thanks,

Irene

Creative Classroom by Irene Pateraki
Athens Athens, Greece
Sent to gasperini.gabriella@libero.it — Unsubscribe

Delivered by

TinyLetter

Irene Pateraki <etwcreativeclassroom@gmail.com>

5/4/2018 00:15

Cultural Heritage is! (right link)

A gasperini.gabriella@libero.it

Dear all,

I just realised that I shared the wrong padlet for your view. I moved your answers to the right one but please check it's ok now!

The right links:

Your view: https://padlet.com/renia_95/ivjg48z0zaww (try to suggest as well ways that education can help on the promotion and preservation of the Cultural Heritage and how eTwinning helps on this direction, don't forget to write your name and country)

Pupils view: https://padlet.com/renia_95/ch (don't forget to write name-country and age)

Thanks,

Irene

Creative Classroom by Irene Pateraki
Athens Athens, Greece
Sent to gasperini.gabriella@libero.it — Unsubscribe

Delivered by

TinyLetter

What is cultural Heritage for you? How education is connected to cultural heritage?

Share your thoughts. If you use an abstract from somewhere, indicate from where. Don't forget to write your name and country

IRENE 23 MARZO 2018 09:39

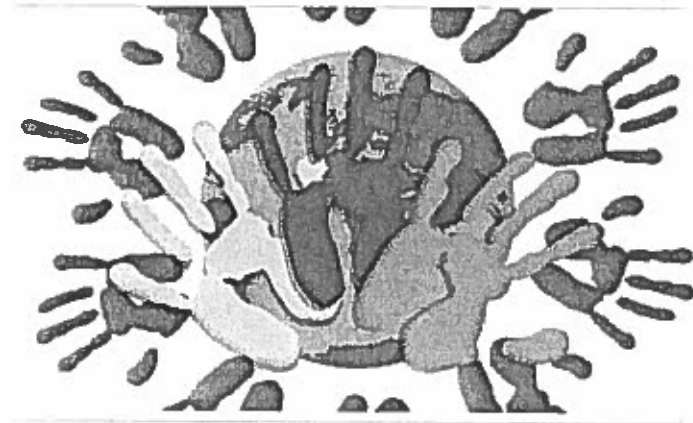
GABRIELLA GASPERINI ITALY

I think Education can be really helpful in the spreading and the preservation of Cultural Heritage as far as you choose the right means. In fact Education can represent a very direct way to communicate with young people and this becomes more effective if you present this topic in an engaging and fascinating way for the receivers. As far as the role of eTwinning is concerned, I think it is THE perfect facilitator for the whole process.

Tanja Ilic Srbija

Hristos Vaskrese !

Cultural heritage often brings to mind artifacts historical monuments But the concept of cultural heritage is even wider than that, and has gradually grown to include all evidence of human creativity and expression: photographs, documents....



Olgica Bajaldzieva, Macedonia

As part of human activity Cultural Heritage produces tangible representations of the value systems, beliefs, traditions and lifestyles. As an essential part of culture as a whole, Cultural Heritage, contains these visible and tangible traces from antiquity to the recent past.

traditions, music, dance, colors, paints, even the way that we are wearing ourselves is influence by our cultural heritage.

I'm French and also coming from Martinique. It's a small island located in Caribbean Sea. Indeed I was built with the 2 cultures and I m proud of it.



patrick st eloi (kassav') ki jan ké fè
di Jimmy B
YOUTUBE

understand the importance of taking care of this heritage.

Rosanna Iannacone Ital

This term defines the goods that make up the national cultural heritage, in its various aspects: historical, artistic, archaeological, architectural, environmental, ethno-anthropological, archival, librarian, and others that constitute a testimony of historical-cultural value; this includes cultural activities, that is to say those activities aimed at forming and spreading expressions of culture and art.

Vesna Kostic, Serbia

Cultural heritage determines us and I think it is very important to influence young people to take care of this heritage. I think it would be good to connect them with today's student interests, use new technologies to make the contents of cultural heritage more accessible and more interesting. Today's generations require faster responses, and we have to adapt to that in any way, otherwise students will turn to other content.

iki Dogani, Greece

Cultural heritage is referring to your past, root, culture, tradition. It refers to monuments, songs, food, everything has to be mentioned to people, which is important.

Piotr Krzysztoforski from Poland

Cultural heritage is a carrier of memory. It allows you to enter into a personal relationship with objects and space of everyday life of past generations, find out how people thought about themselves, the community, where they lived, how they understood the world.

Annamaria Messina from Italy

Education is the best way to discover the richness of our past

GABRIELLA GASPERINI, Italy

In my opinion Cultural Heritage is something we were born from, something that guides, influences us and, being a distinctive element, makes us unique. For this reason, it is important for young people to be conscious and appreciate this richness so that it couldn't remain for them a sort of hidden treasure. In this process of acquiring consciousness education can do a lot, choosing the right means so that young people too can

Delfina Casalderrey- Portugal

It's our DNA ... Europeans are a mixture of cultures and that's good because our Heritage is unique. We are what we are because the past has enriched us and also because the present changes us all the time. History runs towards a future that certainly will bring new changes for Europe. However, our Heritage is there and that's why is so important to preserve the memory of people, their values, their achievements and also mistakes. Without it, nothing will make sense for future generations..

Angela Dimitriu

Cultural heritage is the treasure of a nation inherited from past generations, kept in the present and bestowed to future generations. It is very important to educate generations to protect and commemorate our national valuable culture and traditions.

I would like to share our collaborative work performed within the eTwinning project RARRE

Nataliya Orlyk, Ukraine

I think if we cherish our own culture, preserve our customs and traditions we will respect those of our neighbours (countries) and this is the main concern of Cultural Heritage. It is always so interesting to share the customs and learn how the other people celebrate Easter, for example!

What is cultural heritage? What does it mean for you? How can we learn about the cultural heritage of Europe?

How can we preserve it and protect it? Ask your STUDENTS to reply to one or all the questions. Write their answers by writing in the title only their name - age and country

IRENE 16 GIUGNO 2013 14:55

Rafaela Fontes, 14 years old, Seixal, Portugal

For me heritage reminds me of the history and culture of each country, one of the things I like most about Portuguese heritage is fado.

On 27 November 2011, fado was added to the UNESCO Intangible Cultural Heritage Lists.

Our cultural heritage makes me proud but I must be responsible because this is the way to be saved for the future generations.

I learn about the cultural heritage of Europe from different educational programs, from exhibitions in the Bulgarian museums but I like going to see them on place and in the museums of Europe.

Telmo Duarte, 16, Seixal, Portugal

For me, heritage is a set of experiences, cultures and monuments of a nation, recognized in accordance with their historical and cultural importance. Also, the heritage is something that needs to be preserved, so future generations can get to know the story of their people.

Anastasia, 11 years old, Alexandroupoli, Greece (Teacher: Angeliki Kougiourouki)

Cultural heritage is the fairy tails that my grand mom says to me, as well as the exhibits in a museum, monuments, recipes, etc.

Aleksandra, 17, Warsaw, Poland

Cultural heritage is a collection of artefacts of a society from the past for the present and future generations, such as buildings, books, paintings, monuments. Cultural heritage is valuable in a spiritual and historical way. I think it is really important to take care of the cultural heritage, because it is a great source of knowledge and an opportunity to learn about different cultures not only from books. The best way of learning about the cultural heritage is to see it with your own eyes. Also, you can speak to the elders or take part in international exchanges, travel, talk to foreign people, or surf the Internet.

CULTURAL INHERITANCE

ADAD IQBAL, 17 years old, class 3B meccanici and riparatori auto (GABRIELLA GASPERINI's student, ITALY) Pakistan is an ideologically Islamic state. Its very existence is due to Islam, so the Pakistani culture is primarily based on the Islamic way of life. All the ingredients of culture are inspired by Islam. Pakistani culture is highlighted by its grandeur, simplicity, firm convictions and noble deeds and ideas.

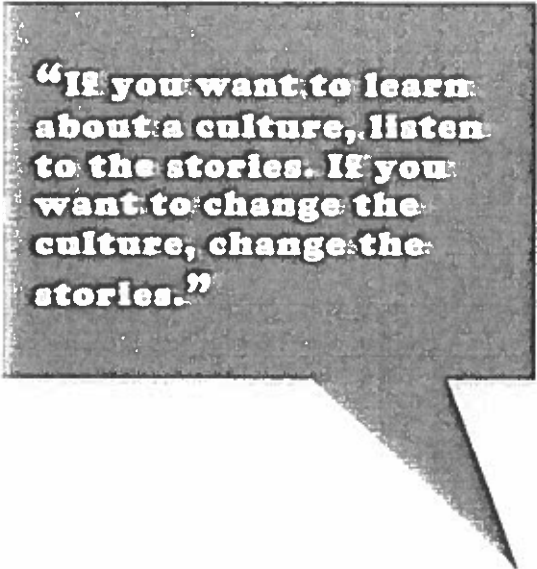
Aleksandra, 14, Bulgaria

Cultural heritage includes the cultural traditions and material and intangible heritage.

Here, in Bulgaria, there are different monuments of culture, saved thousands of years.

Mirela (14) Bulgaria

Cultural heritage is the legacy of physical artifacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and preserved for the benefit of future generations. Cultural heritage includes tangible culture (such as buildings, monuments, landscapes, books, works of art, and artifacts),



"If you want to learn about a culture, listen to the stories. If you want to change the culture, change the stories."

"Our myths, our legends, our stories...Our Cultural Heritage"

Our Cultural Heritage is a lot of things...and the more we know, the richer we become. Part of our intangible heritage is our stories, myths, legends..stories that passed from one generation to the other, stories that we grow up with!

In this activity you are asked to narrate your stories...to pass the legends and myths of your country to the other countries, share your cultural heritage and identify common things with the other countries but most of all have fun!

What are you going to do?

1. **Decide with your students one or more legends, myths of your country and write them down in a Word document in English. You are invited to illustrate your stories if you want to.**
2. **Upload your word document in the Padlet: https://padlet.com/renia_95/vhk1513plnoa . Only word documents/not PDFs/pictures etc. Don't forget to write the following information before your story in the word document:**
Name of your school:
Country:
Your name:
Your email (if you want you and your students to get a certificate)
Name of your students who took part (not surname):
Age of your students:

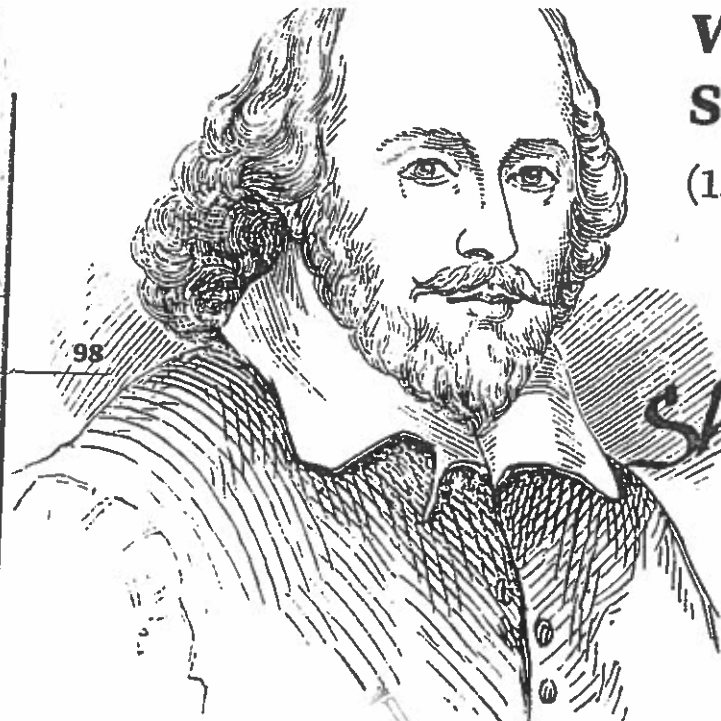
3. All stories should have been uploaded by 7th May
4. Then, you and your students select one of the stories and do one of the following activities:
 - a. Change the ending of the story with your own ending
 - b. Dramatize the story and create a video
 - c. Re-write the story using comic-strips
 - d. Create still-images to narrate the story
 - e. Play the story with puppets
 - f. More ideas are mostly welcome :-)
5. All outcomes will be shared in a new Padlet:
https://padlet.com/renia_95/intro until 28th May
6. All the material will be gathered in a nice edition

William Shakespeare and
his 'Romeo and Juliet'

William Shakespeare

(1564-1616)

FROM 'VISIONS AND
PERSPECTIVES' VOL.
LOESCHER
EDITORE



William Shakespeare's portrait and signature.

Shakespeare Shakespeare Everywhere

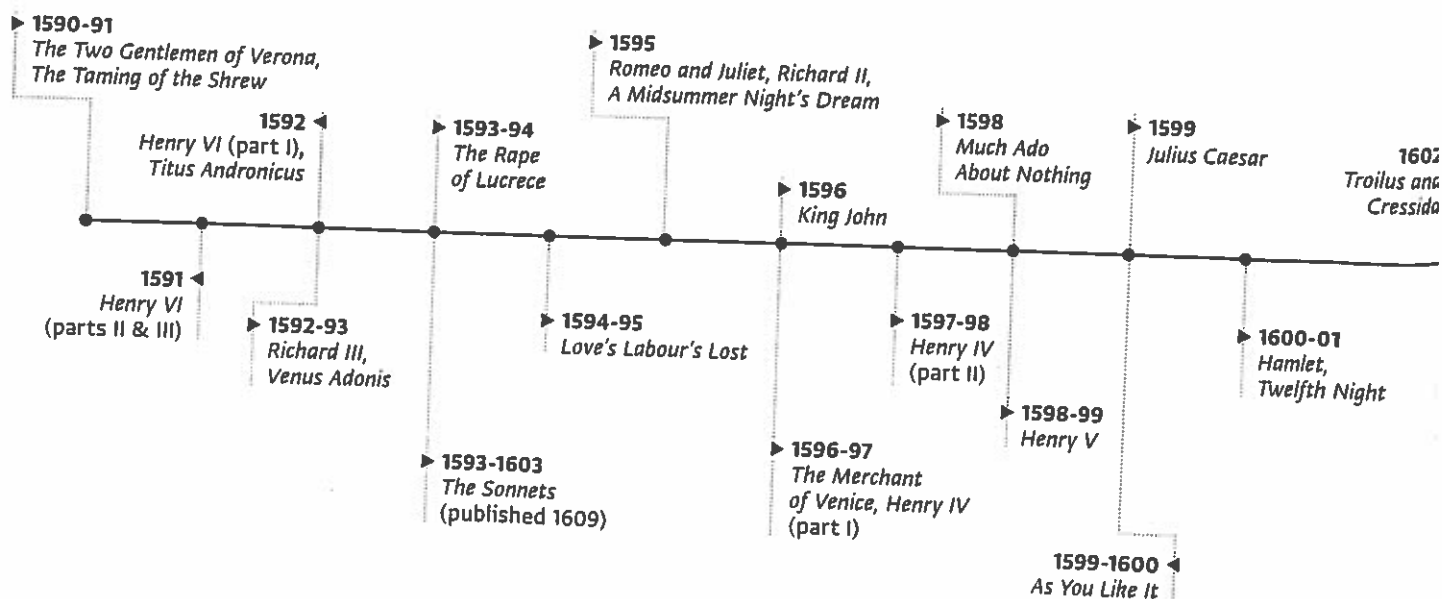
BEFORE READING

Shakespeare is considered one of the greatest writers of all time and he is responsible for the English language as we know it today, having shaped, moulded and invented many of the words and expressions we use every day. But, what do you know about Shakespeare?

1. In pairs write down anything you know about Shakespeare; his life, his works.
2. Put all this information together as a class in one folder which you can up-date as you read on. Suggested categories for your folder could be:
 - a) Shakespeare's life
 - b) Shakespeare's plays
 - c) Successful films
 - d) Shakespeare's London
 - e) Shakespeare in the world today

MAIN WORKS

We cannot accurately date all of Shakespeare's plays. The following dates are those most generally accepted.



William Shakespeare left behind a legacy of 38 plays and 154 sonnets and is considered one of the greatest of all playwrights, but very little is known of Shakespeare the person. Although he made a good living from his plays he was not concerned about their publication and could never have imagined the resounding success they would have in the coming centuries. This was mainly thanks to his two friends and colleagues, John Heminge and Henry Condell, who, after his death, collected and published his plays into one volume in 1623, known as the *First Folio*. It included 36 plays, 16 of which had never been printed before. As far as his life is concerned we know, from public documents, that he was born into a fairly wealthy family in the small town of Stratford-Upon-Avon in Warwickshire. His father was a prosperous trader and respected member of the community, becoming mayor of Stratford.

We also know that in November 1582, at the age of 18, he married Anne Hathaway (eight years his senior) and that they had three children. There then followed a period, from 1585 to 1592, known as 'the lost years' in which we know nothing of his movements until he is mentioned in a pamphlet by a London playwright, Robert Greene. This is proof that Shakespeare was certainly in London by 1592 and had begun to establish himself as an actor and playwright.

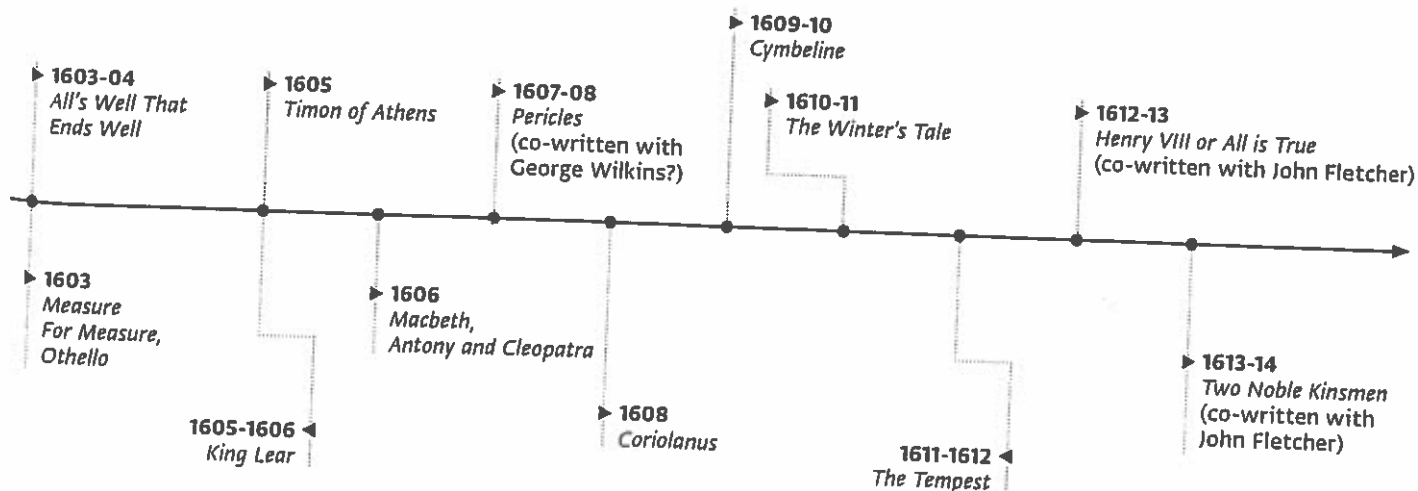
Shakespeare remained in London for the next 20 years working as an actor but mainly as a playwright, returning to Stratford occasionally to see his wife and family. His plays brought him enough wealth and popularity to buy a house and some land in Stratford, where he retired in 1611 and died in 1616. 2014 marks the 450th anniversary of Shakespeare's birth and this event is being celebrated throughout the world with an increase in performances of his work.

Shakespeare's genius

Shakespeare is outstanding in the history of the theatre for many reasons. First and foremost is his unique use of language. Writing at a time when the English language was still evolving and developing, Shakespeare brilliantly moulded this language to meet his every need. If he could not find a word which expressed exactly what he wanted to say he would simply invent it. Over 2,000 words in the English language



WILLIAM
SHAKESPEARE AND
STRATFORD-UPON-AVON



Unknown artist, *Othello and Desdemona*; a scene from Shakespeare's tragedy.

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were introduced by Shakespeare and hundreds of idiomatic expressions we still use today derive from Shakespeare's plays. So, when we say today that something has 'vanished into thin air,' because we can't find it, or when we say 'I was tongue tied' when we didn't know what to say, or when we can't understand something and describe it as being, 'all Greek to me,' these are just a few examples of expressions we still use today which Shakespeare invented and used in his plays for the first time.

Shakespeare's language, though, was not only poetic and full of imagery but also technically perfect. As an artist uses his brush Shakespeare created scenes and emotions with words, making them come alive for the audience in a theatre which had no props or special effects.

Beyond his language we can find another form of Shakespeare's genius and that is his profound understanding of human nature and the immutable characteristics of mankind that are valid in every culture and every age. In his plays and sonnets he explored every conceivable human expression and feeling: ambition and anger in *Macbeth*, pride in *The Taming of the Shrew*, prejudice in *The Merchant of Venice*, revenge in *Hamlet*, tenderness in *Romeo and Juliet*, jealousy in *Othello*, passion in *Antony and Cleopatra*, betrayal in *King Lear*. Everything is there and we can all identify ourselves with one or many of Shakespeare's characters. If we also add to this his psychological analysis of the human soul we can see how he can be regarded as a modern-day thinker and how all his works have an 'ever-green', timeless quality.

Shakespeare's career

The Elizabethan Renaissance is known as the 'golden age' of English literature and drama and it is especially remarkable for the quality and quantity of works produced during that period. English drama went through a real revolution thanks to the 'university wits', Marlowe, Lyly and Kyd. Plays moved away from their predominantly religious themes and abandoned their rigid rhyme schemes which meant that both

Romeo and Juliet (1595)

Written in the earlier part of Shakespeare's career, *Romeo and Juliet* is often considered to be his first masterpiece as it already has impressive examples of characterisation and a moving poetic language, which will be echoed and further perfected in his later works. The play stands out from other works of this early period as it is a tragedy and because it focuses on the story of two young lovers instead of famous historical figures. The only other similar tragedy by Shakespeare is *Antony and Cleopatra*, written much later in 1606.

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The plot

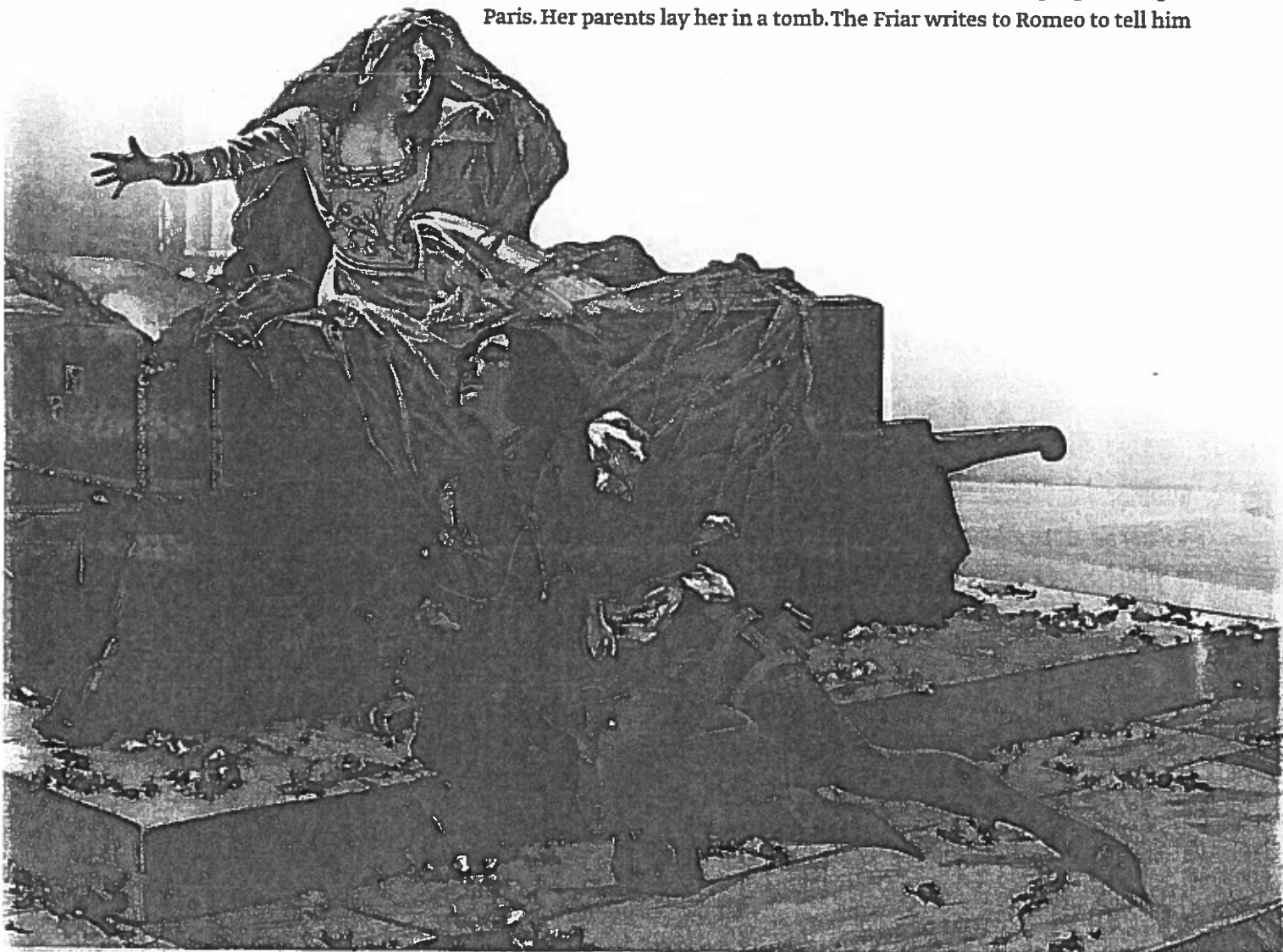
Set in Verona, Romeo, a Montague, is infatuated by a girl called Rosaline, a Capulet. He goes to a fancy dress party organised by Lord Capulet to see her. Once there, however, he sees and instantly falls in love with Juliet, also a Capulet, completely forgetting Rosaline. Romeo and Juliet's families, the Montagues and Capulets, are bitter enemies and although the young couple realise everything is against them they declare their love for each other and their desire to get married.

The following afternoon they are married secretly by Friar Laurence. However, before their wedding night Romeo kills Juliet's cousin in a duel, and in the morning is forced to leave her. Friar Laurence tells Romeo to wait in Mantua until things calm down. If he ever returns to the city, he will be put to death.

Juliet is then told she must marry Paris, who has been chosen by her parents, who do not know she is already married. She refuses - then agrees because she plans to fake her death and escape to be with Romeo, helped by Friar Laurence.

She takes a sleeping potion and appears to be dead thus escaping marriage to Paris. Her parents lay her in a tomb. The Friar writes to Romeo to tell him

Illustration of the last scene of the ballet *Romeo e Juliet* by Pyotr Ilyich Tchaikovsky, 19th century.



of the plan but the letter never arrives. Romeo only hears the official news from his servant that Juliet is dead so he rushes back to Verona and to the Capulet vault. He finds her 'dead', and kills himself. Juliet finally wakes up, finds Romeo dead, and then kills herself. The tragic story is then revealed to the two families by Friar Laurence and they begin to understand how their hatred has ruined so many young people's lives. They finally agree to bring their feud to 'a glooming peace...' ('...una lugubre pace').

Shakespeare's source

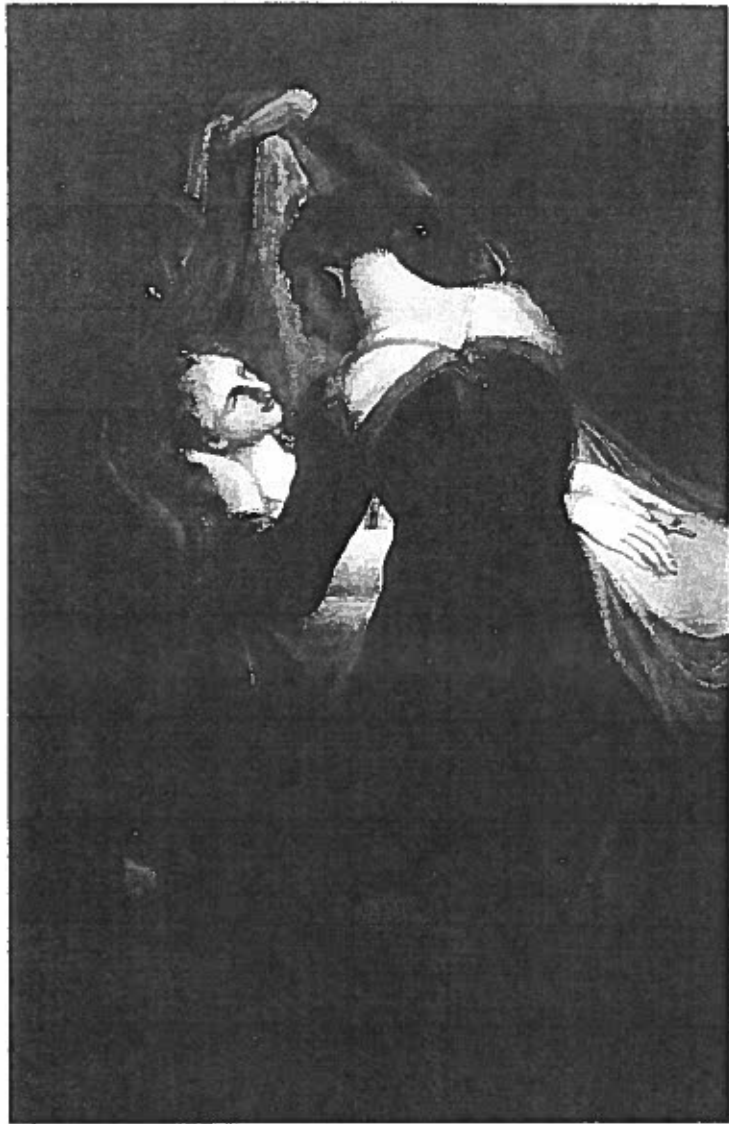
The Italian Masuccio Salernitano had already written a story of two tragic lovers in 1475 and this was re-written and modified later by other Italian and French authors. In 1562 it was written for the first time in English by a poet, Arthur Brooke, *The Tragicall Historie of Romeus and Juliet*. It is mainly this version, along with parts of a prose version by William Painter, which Shakespeare used as the basis of his story.

The themes: love and hate

Romeo and Juliet is famous as a play about love and the possible tragic consequences of its youthful passion. But this is not the only aspect of love in the play. Through the different characters Shakespeare explores many forms of love:

- infatuation - which Romeo has at the beginning of the play for Rosaline;
- paternal love - how Juliet's father's good intentions try to convince her to marry Paris;
- love in friendship - Mercutio's love for his friend Romeo, for which he will pay with his life;
- pure love - Romeo and Juliet's love, which in the end triumphs over hate.

All these different forms of love, however, exist against a background of feudal hate which will have tragic consequences for every relationship. It is this love/hate relationship which gives Shakespeare's characters a depth and reality which previous writers had often overlooked. Shakespeare saw how nobody is completely pure or completely evil. The fate of *Romeo and Juliet* has to be seen as the complex consequence of everything going on around them which is beyond their control. It is true that they acted quickly, secretly and against the will of their parents but they did this because their parents were caught up in a web of hate. It is this hate which ultimately kills the couple. The play, however, does not end with their deaths but with the consequences their deaths have on those around them.



▲ Johann Heinrich Füssli, *Romeo at Juliet's Deathbed*, 1809. Oil on canvas; Dreyfus-Best Collection, Basel.

BEFORE READING

Read the opening lines of the play, the 'Prologue', and see if you can discover what effect Romeo and Juliet's deaths had on the two families: the Capulets, Juliet's family; and the Montagues, Romeo's family.

William SHAKESPEARE (1564-1616)



The Flower Portrait of
William Shakespeare
(17th century)
by an unknown artist.
The Royal Shakespeare
Company, Stratford-upon-Avon.

Life and works

Although Shakespeare is probably the most famous writer in the world, relatively little is known about his life. He was born in Stratford-upon-Avon on 23 April, as is generally thought. His father was a glove-maker and his mother came from a prosperous family, and he was probably educated at the local grammar school. Records indicate that in 1582 he married Anne Hathaway, eight years older than him, had a daughter, Susanna, and twins, Hamnet and Judith. Nothing is known for certain about how he began his career as a writer. While London soon became the centre of Shakespeare's professional life, his family continued to live in Stratford. By 1592 he was already a well-known playwright. It was probably when the plague closed London's theatres from 1592 to 1594 that Shakespeare started to write his famous sonnets. His patron and friend was the Earl of Southampton. After the plague, Shakespeare became a leading member of the theatre company the Lord Chamberlain's Men (later renamed the King's Men when James I came to the throne in 1603), with whom he worked for the rest of his career as actor, playwright and administrator. He later became a member of the syndicate which built the Globe Theatre. Shakespeare died when he was 52 years old. As a poet he wrote a collection of 154 sonnets and two long poems. As a playwright he wrote 37 plays, popular with both educated and uneducated audiences.

Shakespeare's Plays

Shakespeare used many different sources for his plays: Holinshed's *Chronicles* for the history plays, Plutarch's *Lives* for the Roman plays, and the works of the Italian writers Bandello, Cinzio and Giovanni Fiorentino for most of his comedies. Only half of Shakespeare's plays appeared in print in his lifetime, some in texts transcribed by the actors, known as 'bad quartos' because of their textual inaccuracies. It was only in 1623, seven years after Shakespeare's death, that two former actors and friends of Shakespeare, Heminge and Condell, decided to publish a collection of his plays in the so-called *First Folio*, where the plays were simply grouped as Comedies, Histories and Tragedies and not by date. For this reason the dates and order of composition are generally difficult to establish. In order to give at least an approximate date to each play, editors and critics use a method based on three types of evidence:



London in Shakespeare's times: *View of London* (1650), detail, by Claes Jansz Visscher.
The British Library, London.

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- external evidence: references to Shakespeare's plays in other writers' works;
- internal evidence: references to contemporary events quoted in the plays;
- stylistic evidence: the style, plot, characters, language and metre used in the plays.

On the basis of these types of evidence Shakespeare's plays may be divided into five periods: apprenticeship (1590-5), maturity (1595-9), experiment (1600-4), tragedy (1604-8) and last plays (1609-13).

	Approx. date	Comedies/Romances	Histories	Tragedies and Roman Plays
Apprenticeship	1590-1		<i>Henry VI</i> (Parts 1, 2, 3) <i>Richard III</i>	<i>Titus Andronicus</i>
	1592			
	1593	<i>The Comedy of Errors</i>		
	1594	<i>The Taming of the Shrew</i> <i>Two Gentlemen of Verona</i>		
	1594	<i>Love's Labours Lost</i>	<i>Henry VI (1)</i> (revised) <i>King John</i>	
Maturity	1595		<i>Richard II</i>	<i>Romeo and Juliet</i>
	1595	<i>A Midsummer Night's Dream</i>		
	1596	<i>The Merchant of Venice</i>	<i>Henry IV (1)</i>	
	1597	<i>The Merry Wives of Windsor</i>	<i>Henry IV (2)</i>	
	1598	<i>As You Like It</i> <i>Much Ado about Nothing</i>		
Experiment	1599		<i>Henry V</i>	<i>Julius Caesar</i>
	1600	<i>Twelfth Night</i>		<i>Hamlet</i>
	1601			<i>Troilus and Cressida</i>
	1602-3	<i>All's Well that Ends Well</i>		
Tragedy	1604	<i>Measure for Measure</i>		
	1604			<i>Othello</i>
	1605			<i>King Lear</i>
	1606			<i>Macbeth</i>
Last plays				<i>Antony and Cleopatra</i>
	1607			<i>Coriolanus</i>
	1608	<i>Pericles</i>		<i>Timon of Athens</i>
	1609	<i>Cymbeline</i>		
	1610	<i>The Winter's Tale</i>		
	1611	<i>The Tempest</i>		

Among the main themes of Shakespeare's plays are the great universal themes of power, love, ambition, the conflict between different generations, war, death and so on. These themes are directly embodied by his characters, who belong to different social classes — from kings and queens to soldiers and servants.

Focus on the text: *Romeo and Juliet*

The plot

The **Montagues** and **Capulets**, the two most important families of Verona, are bitter enemies. Romeo, a Montague, goes to a masked ball given by the Capulet family and falls in love with their daughter Juliet. After the ball, Romeo goes into the Capulet's garden and overhears Juliet confessing that she, too, has fallen in love with him; they decide to marry secretly. With the help of Friar Lawrence, they are married the next day. But the same day some of the Montagues and Capulets meet and a fight follows in which Romeo's friend Mercutio is killed. Romeo is involved in the fight, and he kills Tybalt, Juliet's cousin; he is then banished to Mantua. Meanwhile, Lord Capulet wants Juliet to marry Count Paris. Juliet asks Friar Lawrence for advice and he suggests she should drink a potion which will give her the appearance of being dead for 42 hours. The friar will tell Romeo about it and Romeo will take her to Mantua with him. But the Friar's message fails to reach Romeo in time, and Romeo, believing Juliet is dead, decides to kill himself. He buys some poison and goes to see Juliet's body for the last time. At the tomb Romeo gives Juliet a final kiss, drinks the poison and dies. Juliet awakes and, finding Romeo dead, takes his knife and kills herself.

Features of the play

Shakespeare places the pure and absolute love of **Romeo and Juliet** in contrast with other notions of love that are embodied by other characters. For **Juliet's father**, love is a profitable contract between two families. For **Juliet's nurse**, love is something physical that belongs to the realm of the senses. For **Paris**, the man Juliet's family want her to marry, love is linked to the idea of correct behaviour.

Though the tragedy of the play is linked to destiny, Shakespeare also gives his characters free will to decide their own fate. This is one of the things that makes *Romeo and Juliet* a '**modern**' **tragedy**. At the end of the play Romeo looks at the sleeping Juliet, who has taken a potion to fake death, and believes the illusion rather than the reality. Juliet, in fact, wakes up a moment later, but it is too late because Romeo has already killed himself. In this way Shakespeare questions the power of appearance and illusion.

Romeo and Juliet plays with the audience's expectations. Unlike Romeo, the audience knows of Juliet's plan but can only watch as he mistakenly believes she is dead. Part of the play's emotional effect therefore derives from this gap in knowledge — the fact that we know everything but are at the same time powerless to change the course of events.



The language used by Romeo is **extremely poetic**. Standing under Juliet's balcony, he describes her using some of the conventions of courtly love and Neoplatonism found in sonnets of the time. Later in the play his language becomes less conventional, and more genuinely poetic.

Romeo and Juliet in a performance by the Russian Bolshoi Ballet (1987).



WEEK 4: LITERATURE

ACTIVITY 4.5

TRANSCRIPT

RICHARD: And the greatest British writer of them all is the Bard himself: William Shakespeare, and this is Shakespeare's Globe in London, on the banks of the River Thames.

William Shakespeare wrote some of the most famous plays in the world. *Romeo and Juliet*, *Hamlet* and *Macbeth* are among his best known works. Many of his plays were performed at the original Globe Theatre, a short distance from here. It burnt down in 1613, during a performance of *Henry VIII*.

Shakespeare's Globe opened to the public fifteen years ago. It's an idea or 'best guess' at what the Globe might have looked like. It's a theatre, exhibition space and place of international education. It aims to bring an appreciation of Shakespeare to a wider audience.

Dominic Dromgoole is the Globe's artistic director.

Richard: Dominic, tell me about the Globe.

Dominic: The Globe is a recreation of Shakespeare's theatre which was originally built in 1599 by Shakespeare's own company to house his own work and the work of many other playwrights. It's an extraordinary theatre. It has no roof, as you can see, which makes it extraordinary within itself. It has a curved auditorium and a beautiful *frons scenae*, and it's probably one of the most exciting theatres to watch a play in or to act in in the world.

Richard: So what happens here?

Dominic: We do about 300 performances every year, about 1,500 people attend every performance. We do a variety of plays by Shakespeare, by other contemporaries of Shakespeare, by... new plays as well, and an extraordinary audience comes from all over the world.

Richard: Do you think Shakespeare is still relevant today?

Dominic: More than ever. Shakespeare speaks to us about our own personal feelings, about love, about grief, about jealousy, about joy, about bereavement, about any of a huge number of things. I can hardly think of a contemporary writer who is as relevant as Shakespeare is.

Romeo and Juliet - Short Summary

Summary of Romeo and Juliet

This is a short summary of *Romeo and Juliet* by William Shakespeare. The play which is set in Verona is a story about a long feud between the Montague and Capulet families. This feud causes tragic results for the main characters in the play, Romeo and Juliet. The events contrast hatred and revenge with love and a secret marriage, forcing the young star-crossed lovers to grow up quickly and die tragically in despair.

Here is a short summary of the main events of Romeo and Juliet:

A short summary of the story

Romeo and Juliet fall in love at a party. But they come from families which hate each other. They are sure they will not be allowed to marry. Nevertheless, helped by Friar Laurence, they marry in secret instead. Unfortunately, before their wedding night Romeo kills Juliet's cousin in a duel, and in the morning he is forced to leave her. If he ever returns to the city, he will be put to death.

Juliet's parents told her she must marry Paris. Her parents do not know she is already married. She refuses in the beginning, but later agrees because she plans to fake her death and escape to be with Romeo forever; again with the help of Friar Laurence.

Friar Laurence designs the plan. He gives Juliet a sleeping potion. She appears to be dead and was put in a tomb. However, Romeo does not know about the plan, visits her grave, thinks she is dead, and kills himself. When Juliet finally wakes up, she discovers that Romeo is dead and then kills herself.

Related Pages

- [William Shakespeare short biography](#)
 - [Romeo and Juliet](#)
 - [Watch Romeo and Juliet \(Full Play\)](#)
 - [Summary of Romeo and Juliet](#)
 - [Themes of Romeo and Juliet](#)
 - [Macbeth by Shakespeare](#)
 - [Poems by Shakespeare](#)
-
-

Share your Cultural Heritage stories

IN English- all info and story only in a WORD Document. Other posts will be deleted

IRENE 10 DICEMBRE 2017 09:28

ISIS (ISTITUTO STATALE DI ISTRUZIONE SUPERIORE) NEWTON di VARESE

Country: ITALY

Teacher's Name: GABRIELLA GASPERINI.

My email: gasperini.gabriella@libero.it

My student's Name and Age:

Davide(17),
Lorenzo(18),Samuel(17),Arjon(18),Asad(18),Ali(18),Joshua(16),Armando(16),Mattia(16),Franco(18), Valentino(17),Alessandro(16),
Umair(18),Suleman(17), Zekir(15), Francesco
(17),Stefano(15),Sayd(18).

The title of my work is:

THE LEGEND OF ROMEO AND JULIET. My Word document contains a commented summary of the Legend and the reasons why we(my students and me) have chosen it.

THE LEGEND OF ROMEO AND JULIET

Romeo and Juliet fall in love at a party. But they come from families which hate each other. They are sure they will not be allowed to marry. Nevertheless, helped by Friar Laurence, they marry in secret instead. Unfortunately, before their wedding night, Romeo kills Juliet's cousin in a duel, and in the morning he is forced to leave her. If he ever returns to the city, he will be put to death. Juliet's parents told her she must marry Paris. Her parents don't know she is already married. She refuses in the beginning, but later agrees because she plans to fake her death and escape to be with Romeo forever, again with the help of Friar Laurence.

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THE LEGEND+.docx

Document Word

PADLET DRIVE

My email: gasperini.gabriella@libero.it

My student's Name and Age:

Davide(17), Lorenzo(18),Samuel(17),
Arjon(18),Asad(18),Ali(18),Joshua(16),Armando(16),Mattia(16),Franco(18) Valentino(17), Alessandro(16),Umair
(18),Suleman(17),Zekir(15),Francesco(17),Stefano(15),Sayd(18)

The title of my work is : THE LEGEND OF ROMEO AND JULIET.

Name of school: 12th Primary School of Karditsa

Teacher: Antimisiari Ioanna

Age of students: 11

Name of students: Dimitra, Eva, Nancy, Dimitra, Panagiotis, Georgia, Rafaela, Georgia, Gianni, Philippos, Giannis, Lambros, Dimitris, Manos, George

My email:

ioannaantimisiari@gmail.com

"The Stoneship"

Close to Corfu there is a small island that looks like a boat. People say that in the old days

strange boat appeared. All the people went down to the harbor to see it. They were very curious and frightened. They were looking at each other and wondered: "But who are they, are they friends or enemies?" The boat continued to sail into the sea until it reached the narrow pass between the rocks. Then they saw its flag. It was made of black cloth and a boat had been painted on it. Everybody turned their homes into horror. Lamps and candles were blown away. Only Smaro, a little curly haired girl, stayed at the beach without fear. "My God! she said. If they are enemies, let their ship burn!"

story1.docx

Document Word

PADLET DRIVE

Manuel Cargaleiro High School

Country: Portugal

My name: Fátima Verissimo

Email: fatimaverissimo@esmccargaleiro.pt

Student name: Rafaela, 14 years old

ISIS (ISTITUTO STATALE DI ISTRUZIONE SUPERIORE) NEWTON di VARESE

Country: ITALY

Teacher's Name: GABRIELLA GASPERINI

Our outcome on Cultural Heritage storytelling...

learning from the others...

IRENE 03 OTTOBRE 2015 19:18

ISIS (ISTITUTO STATALE DI ISTRUZIONE SUPERIORE) di VARESE

COUNTRY : ITALY

Teacher's Name: GABRIELLA GASPERINI

My email: gasperini.gabriella@libero.it

My student's Name and Age :

Davide(17), Lorenzo(18),Samuel (17), Arjon (18), Asad (18), Ali(18), Joshua (16), Armando (16),Mattia (16), Franco (18), Valentino (17), Alessandro (16), Umair (18),Suleman (17), Zekir (15), Francesco (17), Stefano (15), Sayd (18)

The title of my work is: THE LEGEND OF ROMEO AND JULIET.

My Word Document contains a commented summary of the Legend and the reasons why we (my students and me) have chosen it.

THE ACTIVITY WE HAVE CHOSEN IS TO GIVE THE LEGEND A DIFFERENT ENDING.

THE ACTIVITY WE HAVE CHOSEN IS TO GIVE THE LEGEND A DIFFERENT ENDING and this different ending too is written in the following Word Document :

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THE LEGEND+E.docx

Documento Word

PADLET DRIVE

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Teacher's Name: GABRIELLA GASPERINI

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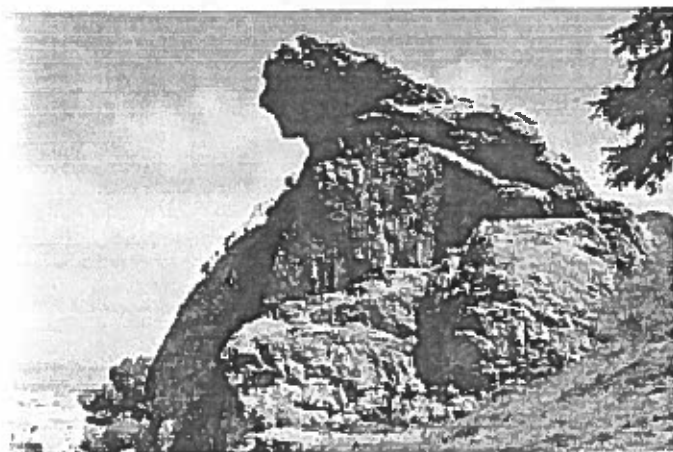
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Documento Word

PADLET DRIVE

NIobe

In Turkey, in Manisa, in mount Spiylus there's a rock that looks like a woman. It has been associated with Niobe's legend since Antiquity. Niobe was a daughter of Tantalus and of either Dione, the most frequently cited, or of Eurythemista or Euryanassa, and she was the sister of Pelops and Broteas, all of whom figure in Greek mythology. It's believed that after she lost 11 children, she turned to a rock. Everyone knows it's weeping rock.



The Wawel Dragon

9th kindergarden of Perama

Sofia Manopoulou

manoposo@gmail.com

Student's names:

Maria, Aggelianna, Alice, Nick, Theodor, Nikoleta, Rania, Konstantinos, Nikolas, Elisabeth, Konstantina, Amelia, Matiana, Nick, Olga, Konstantinos, kathrin, Irene, Kathrin, Ermal, Panagiotis, Antonia.

Age of student: 4-5.

Different ending of the story.

One day a shepherd was playing in his flute a sad melody. The dragon heard it and started approaching him. The shepherd continued playing the flute and the dragon like it a lot. The dragon approached the shepherd and laid down, in front of his legs, to hear him. The human was scared but continued playing.

So people understood that the dragon doesn't emit fires when it listens to music. So the knights hypnotized it and achieved to kill it.

And another ideas:

- Amelia suggested burning the dragon

The Wawel Dragon.docx

Documento Word

PADLET DRIVE

The legend of Traian and Dochia

We chose to give the legend a different ending

Legend of Dochia and Traian represents recognition of our cultural and national heritage ever since its very beginning. The origins of Romania descend from the cohabitation of the native Dacians, which were led by Decebal, and the Roman colonists.

According to the legend, Dochia was an amazingly beautiful woman that charmed everyone around her with her unlimited source of bravery. This girl was the daughter of Decebal and the future queen of Dacia. Traian, the emperor of Roman Empire, noticed Dochia when she was fighting against his soldiers and he was truly amazed by how fierce Dochia was, unlike other women. In that time, when Dacia and the Roman Empire were at war, a love between them two was impossible. Dochia was going to become the leader of her nation and nothing could take her away from her responsibilities, but Traian wanted with any price to take her with him.

One night, Dochia took her twenty sheep that she took care of and went to hide in the mountains. Unfortunately, Traian followed her and tried to abduct her. Scared as she was, Dochia started praying to her God Zamolxis to turn her into a block of stone so she would not have to leave Sarmizegetusa, her home.



Dochia and Traian in the mountains

The-legend-of-Dochia-and-Traian.doc

Documento Word

PADLET DRIVE

The rainbow of words

A story created for which they made drawings. Beekeeping is an ancient tradition for thousands of years. The bear is a monument of nature in our country. Children are 4-6 years old. Romania, Școala Gimnazială Nr. 4

THE LEGEND OF ROMEO AND JULIET

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Creative Classroom <etwcreativeclassroom@gmail.com>

18/6/2018 20:21

Myths and Legends activity in the Creative Classroom Group Certificates!

A Creative Classroom <etwcreativeclassroom@gmail.com> Copia nascosta gasperini.gabriella@libero.it

Dear all, thank you for participating in another activity organised by the Creative Classroom Group. The edition with your stories will be ready soon and will be shared. Please find attached the certificates for you and your students. You only need to complete your names.

Thank you once again and hope to see you in our next activities.

Best Regards,
Irene

—
Irene Pateraki
Creative Classroom Group
Administrator



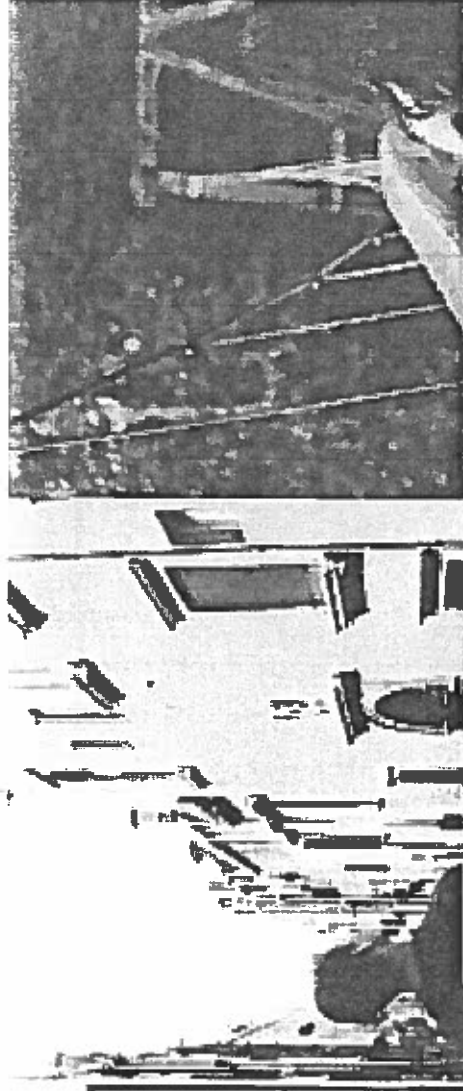
- student_myths_certificate.pdf (986 KB)
- teacher_myths_certificate.pdf (986 KB)

CREATIVE CLASSROOM GROUP CERTIFICATE OF PARTICIPATION

This is to certify that the teacher.....

.....
participated successfully in the activity:
"Our myths, our legends, our stories..
our cultural heritage" organized by the
eTwinning Creative Classroom Group
between April and May 2018.

18 June 2018
The Group administrator



OUR MYTHS, OUR
LEGENDS, OUR
STORIES...OUR CULTURAL
HERITAGE

CREATIVE CLASSROOM GROUP





CREATIVE CLASSROOM GROUP CERTIFICATE OF PARTICIPATION

This is to certify that the student.....

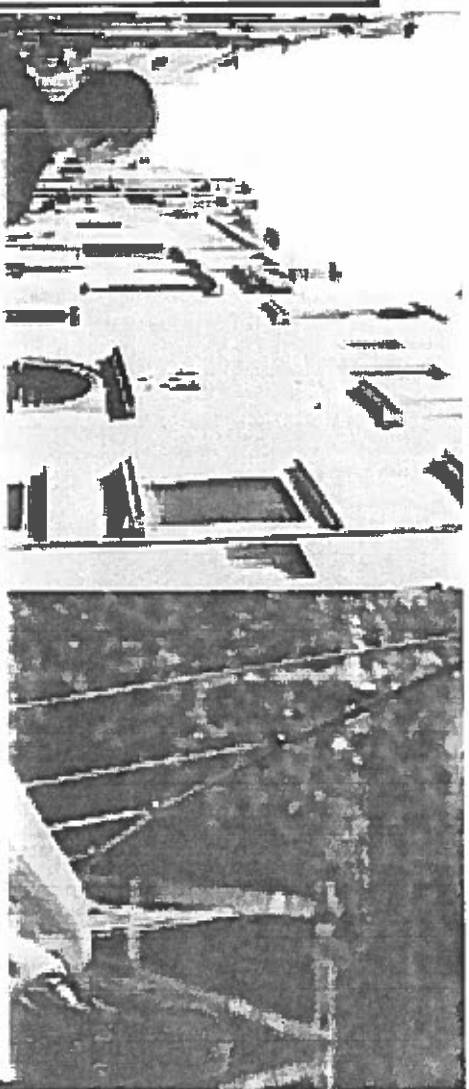
..... participated successfully in the activity:

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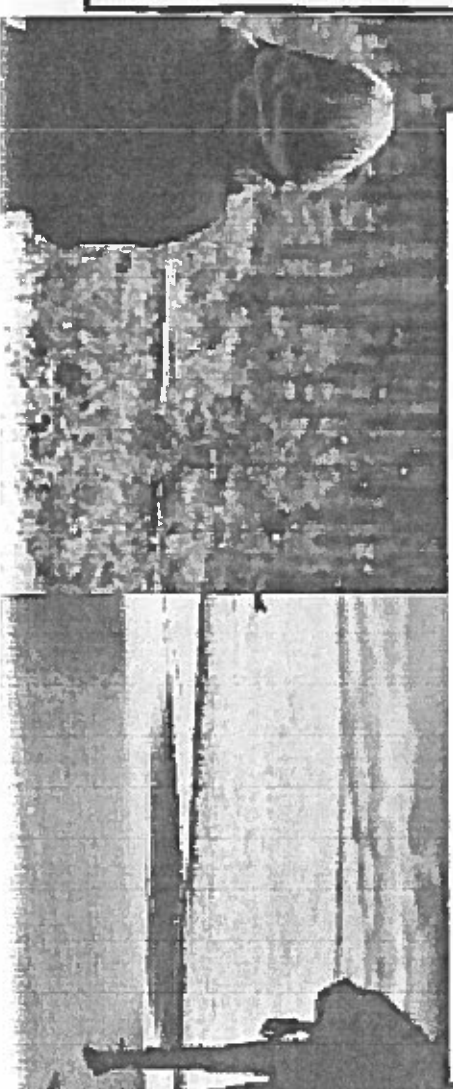
18 June 2018

The Group administrator



OUR MYTHS, OUR
LEGENDS, OUR
STORIES..OUR CULTURAL
HERITAGE

CREATIVE CLASSROOM GROUP



Our outcome on Cultural Heritage storytelling

Our outcome on Cultural Heritage storytelling...

learning from the others...

IRENE 03 OTTOBRE 2015 19:18

The Legend of S.Martinho

Zespół Szkół Gastronomiczno-Hotelarskich in Gdańsk, Poland

THE LEGEND OF S. MARTINHO

The legend of S. Martinho The story of the legend, in the cold, stormy light of the day, a Roman soldier named Martinho, rode a horse, and was a beggar, full of hunger and cold. The soldier, known for his generosity, takes off his coat and sword, cuts it in half, covering the beggar with one of the parts. In a place that met various poor people in the cold and offered him the other half. Without any sleep Martinho continued his journey on a frosty and windy day, when his horse fainted at a private moment, he fell. He did not want to overcome suffering, so he shortened suffering and killed him. Traveling further, all the cold and hungry encountered a boy who led him to a nearby kingdom. There he learned about the beautiful princess. He wanted to marry her, so he made an appointment with the king. The king let him marry his daughter, provided he had one coconut. Martinho, slightly surprised, agreed. He thought that if he brought none to the king, he would be happier. How he thought he did it. He brought him 12 coconuts. The king saw these coconuts and said he wanted one, not 12, so he would give his daughter a husband because he did not do what he said. So a sad soldier came home and was killed with an arrow.

THE-LEGEND-OF-S.MARTINHOchanged.docx

Documento Word

PADLET DRIVE

The Legend of Ardemil

Zespół Szkół Gastronomiczno-Hotelarskich in Gdańsk, Poland

We can quote Celso de Balón in his book Os nomes da Terra: 'A Muslim troop arrived to Galicia and they were doing as much harm as they could. Galician people got ready to receive them like they deserved. They were very well armed and felt strong due to hatred, fought against the Muslims and managed to defeat them. Only one thousand of the Muslim's troop withstood the battle and took a small village, whose name no one remembers. Galician people sieged the place, (the Christian had all left before the battle) and the village was set on fire. It was burnt to ashes, with one thousand Muslims in it. After everything had finished, local people came back to live in the village, which lost its original name in favor of Ardemil (Arde means burn, and mil means one thousand in Spanish, so the name literally means 'one thousand burn'), since there one thousand Muslims (mourros) from the story burned. Poor people'.

Of course, no one has ever found the remains of this battle and we don't need to. We don't have another clear explanation about the origin of the name Ardemil, but it may have a Suevi origin, meaning something like 'Ardemiro's Lands'.

THE LEGEND OF ARDEMIL (changed ending)

"It is the most poetic legend and maybe the oldest one in our area. Our school is located in Ardemil, a small village in Ordes (A Coruña, Galicia). It was here where a legendary fight took place during Medieval times, and we can also state that maybe one of the campaigns of

THE-LEGEND-OF-ARDEMILchanged-ending.docx

Documento Word

PADLET DRIVE

Has The Thief No Crime

School: Beylikduzu American Culture College

Country: Turkey

Teacher: Burcu Özer

Email: burcuozer@beylikduzuamerikankoleji.com

Students: Ezel, Berathan, Yiğit

Age: 10-11

"The Machine for Doing Homework" - Drama (with the help of their friends)

Google Drive

Get access to files anywhere through secure cloud storage and file backup for your photos, videos, files and more with Google Drive.

GOOGLE DRIVE

One account. All of Google.

Sign in to see how all of Google Drive

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The Prophecy of Istanbul

School: Beylikduzu American Culture College

Country: Turkey

Teacher: Burcu Ozer

Email: burcuozer@beylikduzuamerikankoleji.com

Student: Zeynep, Tuana, Nazanin, Jude, Dila, Çağla

Age: 10-11

The Legend of Romeo and Juliet - Drama

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10th Heliopolis Primary School, Greece

Teacher: Natalia Tzitzis (nataliatziz949@gmail.com)

The 3rd Graders (aged 9) dramatized the "Legend of the Siren Parthenope". The story was contributed by Class IALS of the I.I.S. 'DON MILANI' MONTICHIARI

(BS), Italy Pupils: Argie, Angel, Alina, Catherine, Chris, Cleopatra, Dennis, Elpidoforos, Ellie, Elenore, Filio, George, Nickie, Constantina, Annalena, John, Hector, Marilia, Marisa,

Marcos, Stella, Mike, Billy, Spyros, Stergios, Sotiris, Theo,
Elisabeth, Raphaela, Tony, Ven, Mariangela, Vicky.

"The Legend of Parthenope"

di Natalia Tzitzli

YOUTUBE



The Cauldron Gave Birth

School: Beylikduzu American Culture College

Country: Turkey

Teacher: Burcu Ozer

Email: burcuozer@beylikduzuamerikankoleji.com

Student: Ayşe

Age: 10

Greek folk tale - "Mr. Mouse and His Daughter" - Drama
(with the help of her friends)

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Hezarfan Ahmet Çelebi, Turkey

School: Beylikdüzü American Culture College

country: Turkey

Teacher: Elham Salahi

Email: elham.m.salahi@gmail.com

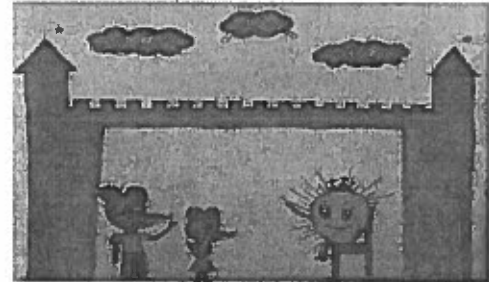
Students: Azra, Nazlı Irmak

age: 12,12

Mr. Mouse and his daughter- drawing

Once upon a time there was a mouse who had a daughter. She was pretty and her father did not want her to get married to one of the insignificant little mice that inhabited the old castle where he and his daughter lived.

One day he saw the Sun who was shining bright and decided to take his daughter and visit the Sun's palace. Mr. Mouse asked the Sun to marry his pretty little mouse but the Sun rejected him softly by saying to him "I am not as powerful as you may believe. You see that cloud over there? It can block me whenever he pleases!"



Mr. Mouse took his daughter to the Cloud and asked him to marry her but the Cloud replied "I am not as powerful as you may believe. You see, the wind can blow me away".

Mr. Mouse took his daughter to the Wind and asked him to marry her but the Wind replied "I am

Mr. Mouse and his daughter- Irmak, Azra.docx

Documento Word

PADLET DRIVE

Keloğlan and the chicken, Turkey

School: Beylikdüzü American Culture College

Country: Turkey

Teacher: Numan Ustun

Email: Matthewakk@beylikduzuamerikankoleji.com

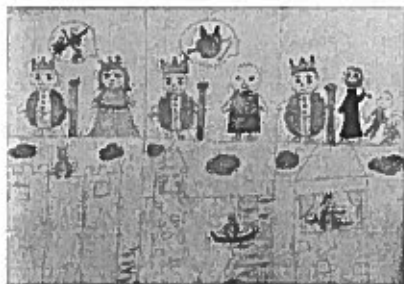
Students: Buşra, Selen

age: 12,12

King Popiel and Mice-drawing

King Popiel and Mice

Once upon a time there lived a cruel king Popiel with his wicked wife Gertrude. She encouraged him to kill the Elders' Council because they did not agree with the royal couple. The king went to the sorcerer to ask about his future. The wise man told him to beware of the mice. Popiel didn't take the divination seriously. He murdered the whole council. Before the men died they cursed the king's whole line. After a short time thousands of mice appeared and ate all the supplies in the kingdom. Terrified, Popiel escaped to a tower that was built on a small island on Lake Goplo hoping that the mice would not chase him there, but the mice swam to the island, caught Popiel on top of the tower and ate him. Such was the murderer's punishment.



King Popiel and Mice- drawing- Busra, Selen.docx

Documento Word

PADLET DRIVE

Nasrettin Hoca, Turkey

School: Beylikdüzü American Culture College

country: Turkey

Teacher: Elham Salahi

Email: elham.m.salahi@gmail.com

Students: Kaan, Alican

age: 12,12

The Gold duck, different ending

The Gold Duck

Once upon a time in Warsaw there lived a young shoemaker Lucek. He didn't earn much, so he was very poor. Once he heard two old foremen talking about a gold duck that was supposed to live in the cellars of the Ostrogskis' Castle at Tamka Street. "If you meet her, she can make you rich", one of them said. "Many men tried but they all got lost in the dungeons and were never seen again", said the other. Hearing those words, Lucek immediately headed for the Castle. He quickly found the entrance to the dark dungeons. He was walking along the labyrinth of corridors and thought he'd got lost, but at the very moment the gold duck appeared swimming on a pond and she said "Hello Lucek! I'm going to make you rich, but remember, you must not share your wealth with anyone. Here is the sack with coins of gold. Spend them all within one day." Lucek grabbed the money and quickly left the dungeons. He saw a beggar on the way home, he said he was very hungry and he asked for some money but Lucek thought that he shouldn't share his money, because the gold duck asked him not to. The next day he spends all the coins he had and bought himself 1000 new ducks with the hope of finding another gold duck. He was so lucky that he finally found a new gold duck. It laid one gold egg every day. He sold the eggs for a lot of money. He became so greedy that he wanted more gold eggs so he killed the gold duck. But he didn't find any eggs in its stomach. But Lucek knew how to become rich again. He went to the castle again to ask the duck for more gold. When he arrived there he didn't see the gold duck at first but it came to him swimming after sometime. The duck was angry and told Lucek that when it said he shouldn't share the money with anyone it was a test. The gold duck said having a lot of money had no meaning if you don't share it with those who need your help and also you were so greedy that you killed another duck. Lucek became really sad and decided to share whatever he had with other friends.

The Gold Duck with a different ending(Kaan and Alican).docx

Documento Word

PADLET DRIVE

Maiden Tower, Turkey

School: Beylikdüzü American Culture College

Country: Turkey

Teacher: Numan Ustun

Email: Matthewakk@beylikduzuamerikankoleji.com

Students: Gokçe Naz, Zeynep, Elif

age: 12,12,12

The night fairies- Drawing

commonly known as "The time of the fairies". It is believed that the Solstice and Equinox give birth to mythical creatures, unlock forgotten secrets and ancient tales detailing acts of divination and prophecies. This is the time when the gates of the Magical Realm open for a short period of time.



The Night Fairies- drawing- Zeynep, Elif, Gokce Naz .docx
Document to Word

PADLET DRIVE

VII LO im Juliusza Słowackiego, Warsaw, Poland

Teacher: Małgorzata Malczyk

email: malczykm@interia.eu

Students: Gabi (17), Ola (17), Agnes (17)

Manuel Cargaleiro High School, Portugal

The Legend of S. Martinho (change the ending)

A different ending to the story of S. Martinho

(...) without a cloak, Martinho continued his journey in the cold and wind when, suddenly, the snow storm started and those two beggars showed up. They said they were Roman gods and that was a trial if he was a good and kind person. They gave him his cloak back and awarded him with a beautiful wife. Martinho with his new wife walked away and lived happily ever after.

A different ending to the story of S.docx

Document to Word

PADLET DRIVE

VII LO im. Juliusza Słowackiego, Warsaw, Poland

Teacher: Małgorzata Malczyk

email: malczykm@interia.eu

Students: Marianna (17), Borys (17)

Myth about Persephone

Myth about Persephone

Kore was a timid and calm goddess with beauty that could rival Aphrodite's. When she grew up, adores showed up fighting for her hand. Her mother, Demeter, looked for a god that would give her power and influence through Kore's marriage. Despite her good nature, Kore was furious and tired of her mother's constant demands and gross suitors. But she knew one place where she could be free from them.

Next time Demeter was busy, Kore sneaked away and went to the meadow where narcissuses were blooming. She picked one and the Earth broke beneath her.

When Demeter found out Kore was missing, she became furious. She destroyed all plants and waited for her daughter to show up. When that didn't work, she went to Olympus seeking help from Zeus. He told her that Kore was underground and had just become the queen of the dead.

Demeter's rage became even bigger and she descended into the abyss to look for Kore. And there she was, her child standing in the royal robes and flowers in her hair. But when Demeter demanded from her to come back home immediately, Kore refused. A fight broke out between the mother and the daughter. Blinded by rage Kore took a sharp rock and stabbed Demeter through her heart. From the fallen goddess's blood a little tree with red fruit grew. Kore, the queen of the dead, ate the fruit containing life and nature and she turned into Persephone, a goddess of life, nature and death.

Myth about Persephone.docx

Document to Word

PADLET DRIVE

VII LO im Juliusza Słowackiego, Warsaw, Poland

Teacher: Małgorzata Malczyk

email: malczykm@interia.eu

Students: Kasia (17), Bernard (17)

A different ending to Romeo and Juliet

Romeo and Juliet - a different ending

Romeo couldn't suppress his big love to Juliet anymore. Every night he was writing romantic letters to her. At last he decided to run away with her and he explained the whole plan in the letter. They were going to meet by the tree where they had had their first date. They stole a carriage and ran abroad. Now they live happily without any troubles with their families. They work hard to survive in the cruel world but they enjoy life and each other's company.

Romeo and Juliet.docx

Document to Word

PADLET DRIVE

VII LO im. Juliusza Słowackiego, Warsaw, Poland

Teacher: Małgorzata Malczyk

email: malczyk@interia.eu

Students: Helena (17), Aleksandra (17)

The legend of Lockman**Lockman**

Once upon a time there was a Man named Lockman, who had a special gift - He understood the language of plants. They were telling him which diseases they could cure. Lockman treated every patient around him. One day people asked him to find a cure from all illnesses so that people became immortal. While searching for it he fell asleep under a plane tree. Then he heard a voice "I am the cure you are looking for, but there is one condition - you must not fall in love." Lockman wrote in his notebook how to prepare this medicine. He came back to the town and started to sell his medicine. A few days later people started to complain that the cure was not working, because people were still dying. "I haven't told you about the condition - you mustn't fall in love", said Lockman. "As you can see living without love is impossible, so no one can live forever".

Lockman.docx

Documento Word

PADLET DRIVE

VII LO im Juliusza Słowackiego, Warsaw, Poland

Teacher: Małgorzata Malczyk

email: malczyk@interia.eu

Student: Mikołaj (17)

A different ending to the Legend of Sao Martinho**The legend of Sao Martinho (a different ending)**

When Martinho had given away his cloak, he found himself in a wintry desert. After a few days he saw a man running towards him. The man was fleeing from a giant blizzard. Martinho gave him his horse. Then the soldier was trudging without a horse and the blizzard caught him. He couldn't deal with it and he died. The man who had given everything to the needy people paid for his generosity with his life.

The_legend_of_Sao_Martinho.docx

Documento Word

PADLET DRIVE

The Legend of the Siren Parthenope - a different ending

VII LO im. Juliusza Słowackiego in Warsaw, Poland

Teacher: Małgorzata Malczyk

email: malczyk@interia.eu

Students: Kasia (17) and Franek (17)

The Legend of the Siren Parthenope

This really frustrated the sirens, especially Parthenope. Her anger led to a number of unfortunate events. Firstly, she changed the frequency of her voice to the highest level and because of that even the earplugs couldn't prevent the sailors from hearing her voice. Their eardrums literally exploded. Then, to destroy the ship, she called - by echolocation - three whales. The animals sank the ship and the crew drowned. The sirens laughed and kept on seducing sailors until the end of their lives.

The Legend of the Siren Parthenope.docx

Documento Word

PADLET DRIVE

I.I.S. DON L. MILANI- GRAGNANO-ITALY

Teacher: Antonietta Calò

email: tonia.calo@gmail.com

A group of students (14/15 years old) created still-images to narrate the story of Athena's birth

**Liceul Teoretic Videle**

Comic strips about "Why the dog lives around the man" from Romaniv Gymnasium, Ukraine

student: Alexandra FLori Jerlaianu

teacher: Rodica Ionescu

e-mail: rodycaionescu.74@gmail.com

The legend of Wawel Dragon

CEIP Mesón do Vento (Ordes, Spain)



The Wawel Dragon Legend

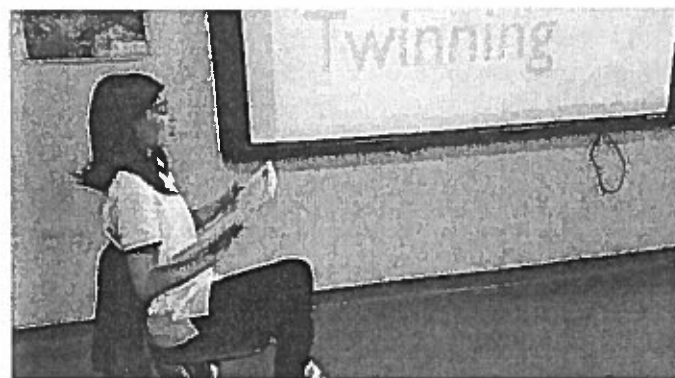
di Xela Cuñarro

YOUTUBE



Liceul Teoretic Videle

Comic strips about "Why the dog lives around the man" from Romaniv Gymnasium, Ukraine
 student: Alexandra FLori Jerlaianu
 teacher: Rodica Ionescu
 e-mail: rodycaionescu.74@gmail.com



Булич.мр4

Video di 2:43

PADLET DRIVE

The Prophecy of Istanbul

1st Experimental Primary school, Alexandroupoli, Greece
 Anastasia, Maria and Stavriia in still-images to tell the story.
 Teacher's name: Angeliki Kougiourouki

Settling in Constantinople in other words Istanbul starts with a prophecy preached by Delphi's prophets. The traveler who was going to take the road for a new colony was going to ask for a foresight from the prophet, and the prophet was going to say to him:



"Move forward to the Black Sea, and there you will see the city of blind, waiting for you."

They, as always, do not understand anything as the prophet said, but even so they take the road according to the prophet's foresight.

"How does a person not settle here, they must be blind", passing through their minds as they set foot in Istanbul for the first time. The region which is located on the opposite side and has never attempted to settle to this side remains with the same name, Chalkedon. The city of blind, now known as Kalkedon... The prophet took a long shot and managed to get it right. (Great Apollo don't lend an ear to my words)



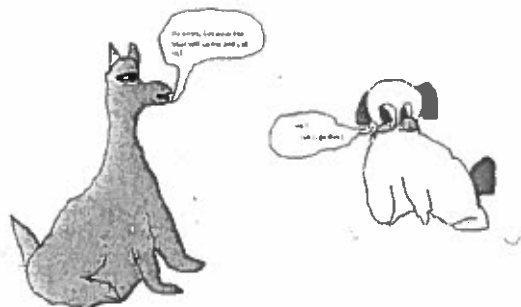
The profecy of Istanbul_Kougiourouki.docx

Documento Word

PADLET DRIVE

Liceul Teoretic Videle, Romania

Comic strips about "Why the dog lives around the man" from Romaniv Gymnasium, Ukraine
 student: Alexandra FLori Jerlaianu
 teacher: Rodica Ionescu
 e-mail: rodycaionescu.74@gmail.com



"Night Fairies"

Name of your school: Szkoła Podstawowa nr 2 w Rawie Mazowieckiej
 Country: Poland

Your name: Anna Siudzińska

Your email: anna.siudzinska@op.pl

Name of your students who took part:

1. Natalia
2. Natalia (other girl)
3. Nadia
4. Maja
5. Piotr
6. Amelia
7. Karolina
8. Weronika
9. Blanka
10. Martyna

Age of your students: 10 years old

We chose to create still images to narrate the story „Night Fairies” from Romania.

10. Martyna

Age of your students: 10 years old

We chose to create still images to narrate the story „Night Fairies” from Romania.



Night Fairies.doc

Documento Word

PADLET DRIVE

5th Elementary School Agios Dimitrios

Student : Penny, age 9

Teacher Chryssi Trapali

Email trapalichryssi@hotmail.com

We put drawings-like a comic-on the myth of Poland "The gold duck"



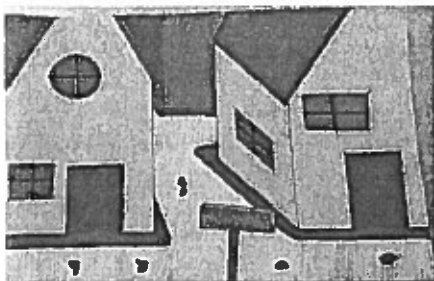
ISTITUTO COMPRENSIVO " ANNA MOLINARO" - MONTEFIASCONE (VT)- ITALY

Teacher's name: Sara Dionisi

Students: Federico, Daniele, Alessio, Giulio, Giorgia, Aleks, Aurora F. , Mattia, Francesca, Giovanni B., Aurora O., Elisa, Leo, Giovanni C., Giulia, Veronica, Maristella, Giada , Thomas.

Age: 11

They created images to narrate a story and changed the end of THE GOLD DUCK.



Once upon a time in Warsaw there was a poor shoemaker, Lasek, who went in search of a gold duck in the cellars of the Ostrogski's Castle at Tanki Street



The gold duck narrated by the pupils of class 1C Istituto Comprensivo Montefiascone.doc

Documento Word

PADLET DRIVE

2nd grade, Neos Skopos Senior High School, Greece

Teacher's name: Thekla Kafkia

Email: thekafkia@gmail.com

Students: Zoe, Marina, Maria, Konstantina, Klea, Dimitris, Christos, Estela, Marie, Anna, Sofia, Athanasia, Christina, Maria, Rafaela, Anatoly, Konstantinas, Vaggelis, Aggelos, Kristi, Xristi, Nerantzis,
Age: 16

He is very kind and friendly. He has a little sister. Her name is Alice and she is very beautiful. But, they are orphans. They lost their parents in a car accident. Now, they live in an abandoned house in Romania. Here is how the story goes.

It is 23th June. All Romanians will celebrate 'The time of the fairies tomorrow'. But not Manuel. He is desperate. Alice is very sick with pneumonia.

During the night of the 23th, he goes for a walk to get some fresh air but gets lost in the forest. He sits on a rock and starts crying. And then, he sees a dazzling light in the lake! He gets closer and sees the fairies.

They are floating in the air dancing together in the meadows and on the riverbanks. When they see him, they float away really fast. But not all of them!

One fairy approaches him. She is very beautiful with very long straight blonde hair and blue expressive eyes. She asks him why he is crying. He tells her all about his troubles. She is moved. She tells him to take her home. She can do magic. She can make his sister well again.

She helps him find his way home. The fairy approaches Alice who is barely breathing. The fairy says some strange rhymes, chants her spells and, all of a sudden, Alice gets up. She isn't sick anymore!

Manuel thanks the fairy who dissolves in the air. Poof! She's gone!

MANUEL AND THE FAIRY.docx

Documento Word

PADLET DRIVE

Mr Mouse and his Daughter

Class 1 A Scuola Secondaria di 1° grado di Torre Orsaia (SA) - Italy.

Teacher's name: Ester Gasparro. email:

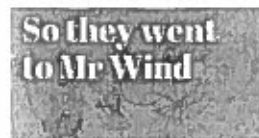
estergas89@gmail.com

Students' name: Giada, Laura, Pasquale, Ludovica, Giantonio,

Anna 1, Anna 2, Antonella, Vittoria, Giuseppe, Primavera, Domenico, Gianluca, Pietro, Benedetta. Students have retold the story reciting the dialogues.

Mr Mouse and his Daughter
di Ester Gasparro

YOUTUBE



Beylikdüzü American Culture College
Maria Yiğit mariayigit82@gmail.com
Students: Eylül, Ceylin, Şevval, Ergun,
Murat Булич Dramatize the story and
create a video



Булич.mp4

Video di 2:43

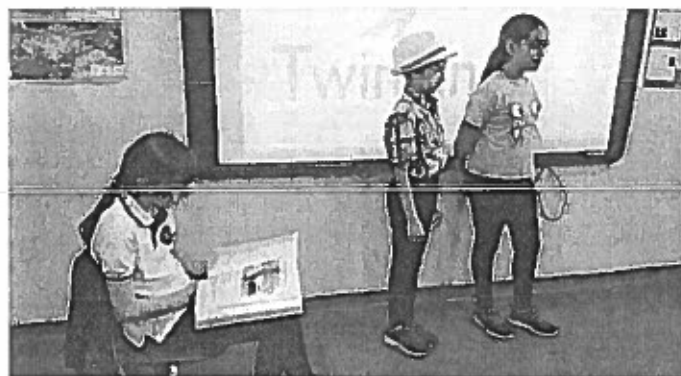
PADLET DRIVE

Beylikdüzü American Culture College
Maria Yiğit mariayigit82@gmail.com
Students: Zümrüt, Irmak, Şimay, Yağmur,
The punished bee Dramatize the story
and create a video

**The Punished bee-1.mp4**

Video di 1:47

PADLET DRIVE

**The machine for doing homework.mp4**

Video di 3:01

PADLET DRIVE

Beylikdüzü American Culture College

Maria Yiğit

mariayigit82@gmail.com

Students: Zümrüt, Irmak, Şimay, Yağmur,

The punished bee

Dramatize the story and create a video

**The punished bee- 2.mp4**

Video di 1:11

PADLET DRIVE

Beylikdüzü American Culture College

Maria Yiğit: mariayigit82@gmail.com

Students: Servan, Özge, Ezel Naz, Zafer, Nagarjuna.

A legend about River Evrosof 1st Experimental Primary School, Alexandroupoli

- Create images to narrate the story

Age of students: 11 years old

**A legend about River Evros**

The river Evros, which is near the city we live and it connects three countries, Greece, Turkey and Bulgaria, was named in ancient times Romsus. This was the river's name until Evros, the son of King Kassandras and Krotonki, drowned in order to escape the slander of Damascipus' mother. This interpretation is given by the historian Ptolemy in his work "About rivers and mountains".

Riverlegend_Kougiourouki.docx

Document Word

PADLET DRIVE

Beylikdüzü American Culture College

Maria Yiğit

mariayigit82@gmail.com

Students: Duru, Duru Doğan, Ece, Nihal, Ayşe

The machine for doing homework

Dramatize the story and create a video

I.I.S. "Don Lorenzo Milani" –Gragnano-Italy –

teacher: Antonietta Calò tonia.calo@gmail.com

14/15 aged students Luigi- Domenico- Vincenzo changed the final to The Prophecy of Istanbul by Beylikduzu American Culture College

The Prophecy of Istanbul

Setting in constantinople in other words Istanbul starts with a prophecy preached by delphy's prophets. The traveler who was going to take the road for a new colony was going to ask for a foresight from the prophet, and the prophet was going to say to him: "Move forward to the Black Sea, and there you will see the city of blind, waiting for you".

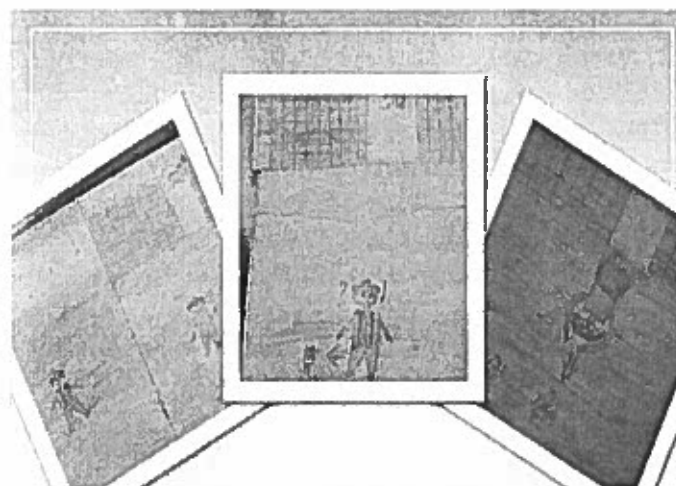
Our ending:

But during his way the traveller met a terrible lynx who wants to eat him. After an orrible fight the traveller managed to kill the lynx but he lost the sight and he became blind and also he got lots of scars. But the traveller could build a colony in this place. From that moment the city was called "city of blind" in honour of this famous traveller.

The Prophecy of Istanbul.docx

Documento Word

PADLET DRIVE



Nouveau Document Microsoft Word (4).doc

Documento Word

PADLET DRIVE

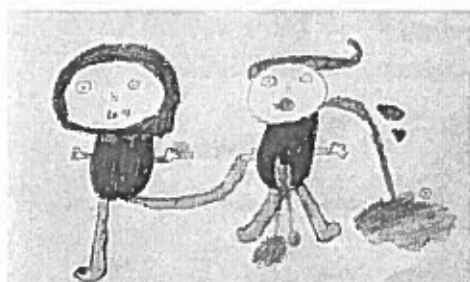
Beylikdüzü American Culture College

Maria Yiğit: mariayigit82@gmail.com

Students: Mahru, Efe Dölek, Musa, Kayra;

Aisha Qandisha

- Create images to narrate the story



It is said that there was a woman called a Aisha Qandisha. It was said that she preferred to eat men's meat and was said to be so beautiful and her legs in the form of hooves.

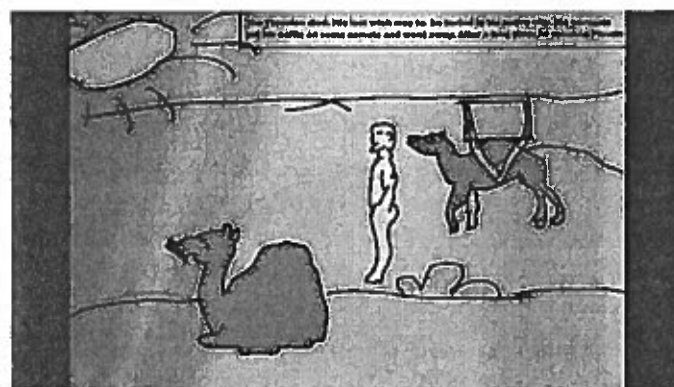


YASINE.docx

Documento Word

PADLET DRIVE

Lycée de langue française "Antoine de Saint-Exupéry" Bulgaria, Plovdiv 4003, Teacher's name: Rositsa Shopska rshopska@gmail.com Students' names: Alexandra, Bozhidara, Ivan - 14 years old



Легендата ...

di sg creekPvP

YOUTUBE

Manel BOUALIA

El Manar PREPARATORY SCHOOL

kairouan, Tunisia

manelbouala@gmail.com

Teacher : Manel Boualia

Student: Yassine Ghannem

we choose to create still images to narrate the story "The Maiden Tower"

6th Kindergarten school of Volos, Greece

giving a different ending to
Spanish Tale: The punished bee

sotsigara@gmail.com

The bee buzzed angrily and went back to her cell. She didn't agree with God's decision.

After days, locked alone in her cell, she realised that she was the only one that was unhappy. Then, she started thinking about all the words that she said and understood her mistake. She was so selfish!

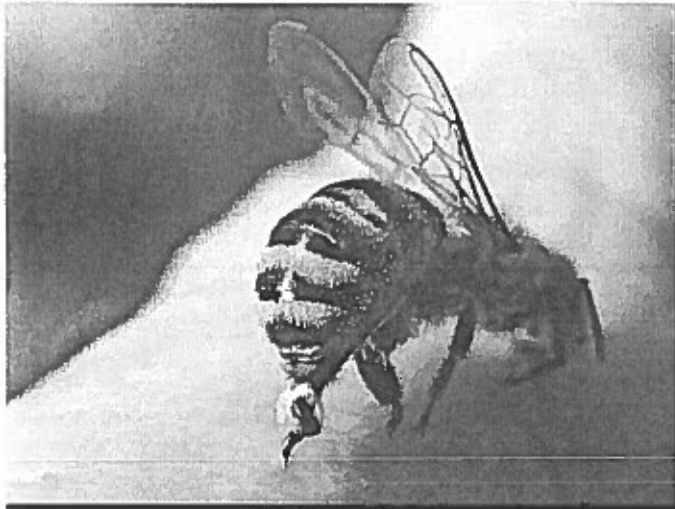
She decided to make up. She took a jar with honey and went back to God. She apologized for her behaviour and

asked for a second chance.

God felt sorry for her and told her:

-Bee, I can't take back my decision, but I can tell you this. Your stinger will have a poison that people can take and use for medicines. They will love you for this, even though you stick them. And I will provide you with amazing antennae to feel the danger and protect yourself!

And that is what happens since then!



Aliya Agayeva, Tafakkur liceum, Azerbaijan .

My e-mail : aliya-73@list.ru

My students : Sadiyeva Nigar

Shikhmuradova Aysel

Salimova Sabina

Nuraliyeva Ayten

have edited the Polish Legend " The Gold Duck " and have made drawings .

Warsaw, Poland Name of school: VII LO im. Juliusza

Słowackiego Teacher: Małgorzata

Malczykmalczyk@interia.eu Students: Aleksandra, Agata,

Helena Age: 17 The Gold Duck

The Gold Duck

Once upon a time in Warsaw there lived a young shoemaker Lucek. He didn't earn much, so he was very poor. Once he heard two old foremen talking about a gold duck that was supposed to live in the cellars of the Ostrogskis' Castle at Tamka Street. "If you meet her, she can make you rich", one of them said. "Many men tried but they all got lost in the dungeons and were never seen again", said the other. Hearing those words, Lucek immediately headed for the Castle. He quickly found the entrance to the dark dungeons. He was walking along the labyrinth of corridors and thought he'd got lost, but at the very moment the gold duck appeared swimming on a pond and she said "Hello Lucek! I'm going to make you rich, but, remember, you must not share your wealth with anyone. Here is the sack with coins

of gold. Spend them all within one day." Lucek grabbed the money and quickly left the dungeons. The next day he bought himself the most expensive clothes in town bought a beautiful Palace and furnished it with modern furniture . He bought a stallion on which he rode across the city to show off his wealth. He went to the most luxurious restaurant and ate the biggest meal ever. In the evening he went to the theatre , after it he went to the spa salon and received all the suggested services . He wanted to marry one beautiful woman and live with her happily.

He tried really hard to spend all the money but just before midnight there was still one gold penny left in his pocket. On his way home he saw a beggar asking for a donation. The boy gave him his last penny and suddenly the gold duck appeared in the form of a beautiful lady. "You have not followed my rules so you will be poor forever. If you don't break your word , I shall be your wife !" Lucek answered her, "Being rich doesn't make you happy if you can't share your wealth with others." Hearing these words , The gold duck thought that the boy wasn't greedy as previous men , that he was kind and generous . She changed into a beautiful lady forever and became the wife of the boy. They lived happily and always were generous and helped people who were in need and also always shared everything with their friends.

ISIS (ISTITUTO STATALE DI ISTRUZIONE SUPERIORE) di VARESE

COUNTRY : ITALY

Teacher's Name: GABRIELLA GASPERINI

My email: gasperini.gabriella@libero.it

My student's Name and Age :

Davide(17), Lorenzo(18), Samuel (17), Arjon (18), Asad (18), Ali(18), Joshua (16), Armando (16), Mattia (16), Franco (18), Valentino (17), Alessandro (16), Umair (18), Suleman (17), Zekir (15), Francesco (17), Stefano (15), Sayd (18)

The title of my work is: THE LEGEND OF ROMEO AND JULIET.

My Word Document contains a commented summary of the Legend and the reasons why we (my students and me) have chosen it.

THE ACTIVITY WE HAVE CHOSEN IS TO GIVE THE LEGEND A DIFFERENT ENDING.

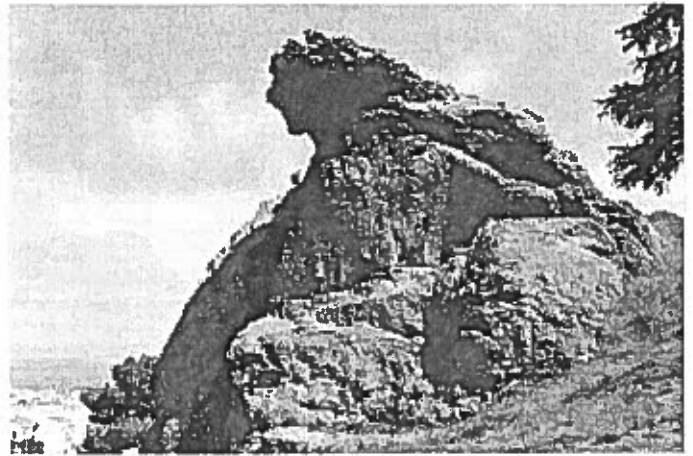
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THE REASONS WHY WE (my students and me) HAVE PREFERRED THIS LEGEND TO OTHER STORIES

Romeo and Juliet is the most famous love story ever written. There is no one who hasn't heard or read of the two 'star-crossed' lovers from Verona. It is a story that has withstood the test of time and is popular with the younger generation as with the older. This makes it 'a story forever young' combining the force of tradition and individuality with what everyone can share and enjoy.

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THE LEGEND+E.docx

Document to Word

PADLET DRIVE

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NIOBE

In Turkey, in Manisa, in mount Spiylus there's a rock that looks like a woman. It has been associated with Niobe's legend since Antiquity. Niobe was a daughter of Tantalus and of either Dione, the most frequently cited, or of Eurythemista or Euryanassa, and she was the sister of Pelops and Broteas, all of whom figure in Greek mythology. It's believed that after she lost 11 children, she turned to a rock. Everyone knows it's weeping rock.

The Wawel Dragon

9th kindergarden of Perama

Sofia Manopoulou

manoposo@gmail.com

Student's names:

Maria, Aggelianna, Alice, Nick, Theodor, Nikoleta, Rania, Konstantinos, Nikolas, Elisabeth, Konstantina, Amelia, Matiana, Nick, Olga, Konstantinos, kathrin, Irene, Kathrin, Ermal, Panagiotis, Antonia.

Age of student: 4-5.

Different ending of the story.

One day a shepherd was playing in his flute a sad melody. The dragon heard it and started approaching him. The shepherd continue playing the flute and the dragon like it a lot. The dragon approached the shepherd and laid down, in front of his legs, to hear him. The human was scared but continued playing.

So people understood that the dragon doesn't emit fires when it listen to music. So the knights hypnotized it and achieve to kill it.

And another ideas:

- Amella suggested burning the dragon

The Wawel Dragon.docx

Document to Word

PADLET DRIVE

The legend of Traian and Dochia

We chose to give the legend a different ending

Legend of Dochia and Traian represents recognition of our cultural and national heritage ever since its very beginning. The origins of Romania descend from the celebration of the native Dacians, which were led by Decebal, and the Roman colonists.

According to the legend, Dochia was an amazingly beautiful woman that charmed everyone around her with her unlimited source of bravery. This girl was the daughter of Decebal and the future queen of Dacia. Traian, the emperor of Roman Empire, noticed Dochia when she was fighting against his soldiers and he was truly amazed by how fierce Dochia was, unlike other women. In that time, when Dacia and the Roman Empire were at war, a love between them two was impossible. Dochia was going to become the leader of her nation and nothing could take her away from her responsibilities, but Traian wanted with any price to take her with him.

One night, Dochia took her twenty sheep that she took care of and went to hide in the mountains. Unfortunately, Traian followed her and tried to abduct her. Scared as she was, Dochia started praying to her God Zamolxis to turn her into a black of stone so she would not have to leave Samocetiza, her home.



Dochia and Traian in the mountains

The-legend-of-Dochia-and-Traian.doc

Documento Word

PADLET DRIVE

The rainbow of words

A story created for which they made drawings. Beekeeping is an ancient tradition for thousands of years. The bear is a monument of nature in our country. Children are 4-6 years old. Romania, Școala Gimnazială Nr. 4

Once upon a bear who could not speak. She liked honey very much, but because she did not know how to pronounce the words correctly, the bees never gave her honey, although he always came to the hive to ask. A Queen Bee advised the bear to look for Blackbird, who will teach him to speak. Following the Queen of Bee's advice, the bear searched for Blackbird and thus, taking lessons from her, she soon learned to speak. Going to the Hive, the bear asked the bees for beautiful honey, and, understanding what he wanted, they gave him a large jar of honey.



The Rainbow of Words.docx - Irene.docx

Documento Word

PADLET DRIVE

"EUROPE-ZEUS and THE INTERNET". e-Twinning team of 3rd PRIMARY SCHOOL OF AGIOS NIKOLAOS re-wrote the myth supposing "what if there was internet back then?"



Zeus the Bull

Follow

I'm the BULL and I can BULLY 24 hours/day, 7 days a week, 365 days/yr! My "BULLshit" can go viral in a matter of seconds!

NO SPACE SAFE - HARD TO ESCAPE!

Reply Retweet Favorite More

6/25/04 - 19 May 1979 - Embed this tweet

EUROPE, ZEUS and THE INTERNET

di Ελένη Ανδρουλάκη

YOUTUBE

ISIS (ISTITUTO STATALE DI ISTRUZIONE SUPERIORE) di VARESE

Country: ITALY

Teacher's Name: GABRIELLA GASPERINI

My email :

gasperini.gabriella@libero.it

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in the beginning, but later agrees because she plans to fake her death and escape to be with Romeo forever, again with the help of Friar Laurence. Friar Laurence designs the plan. He gives Juliet a sleeping potion. She appears to be dead and is put in a tomb. However, Romeo doesn't know about the plan, visits her grave, thinks she is dead and kills himself. When Juliet finally wakes up, she discovers that Romeo is dead and then kills herself. William Shakespeare's play, which is based on the Italian version of the legend, is set in Verona and is a story about a long feud between the Montague and the Capulet families. The feud causes tragic results for the main characters in the play, Romeo and Juliet. The events contrast hatred and revenge with love and a secret marriage, forcing the young star-crossed lovers to grow up quickly and die tragically in despair.

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THE LEGEND+E.docx

Documento Word

PADLET DRIVE

Manel Boualia

We chose to create still images to narrate the story "THE MAIDEN TOWER"

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THE LEGEND+E.docx

Documento Word

PADLET DRIVE

Irene Pateraki <etwcreativeclassroom@gmail.com>

18/6/2018 19:09

Summer Cultural Heritage Activity in the Creative Classroom Group

A gasperini.gabriella@libero.it

Dear all,

hope you are well as school year is almost ending and you will find time to get rest and recharge your batteries. I haven't forgotten you but it was a very busy time for me and now in my new responsibilities in Brussels I don't always have the time I want to devote in the Creative Classroom as I used to...

Quick update: Angeliki is working on the edition with your wonderful creation and cultural heritage myths and legends and we will share it with you soon!

New activity: "June-July: Tangible Heritage- Send me a card"

This activity is addressed only to TEACHERS.

Instructions:

1. During your holidays buy 3 postcards which show the cultural heritage of the place you are
2. Send them to the 3 colleagues you will be assigned by the end of August
3. Send your wishes and write what is the cultural heritage site about (monument, site, museum, natural heritage etc)
4. When you receive your 3 postcards, take a picture of each of them, save them with the name of the site and upload them here (June-July Cultural Heritage Postcards file)
5. In September all these cards will become a..... for your students. Oh, I'm not telling you, it will be a surprise that I'm sure they will enjoy...and learn and you will also enjoy mmm...I don't say more...

If you want to join you only have to complete the google

form: <https://goo.gl/forms/LeimSYfq53LmpZDB2> by this **Friday 22!** No extra deadline will be given. Next week, you will be informed about the 3 colleagues of your team that you will exchange summer wishes by sharing the cultural heritage of the place you visit!

Hope to see you in our last activity for this school year!

Many warm regards,

Irene

Creative Classroom <etwcreativeclassroom@gmail.com>

23/6/2018 11:45

Cultural Heritage Postcards exchange

A Creative Classroom <etwcreativeclassroom@gmail.com> Copia nascosta gasperini.gabriella@libero.it

Dear all,
thank you for participating in our summer cultural activity!
Click [HERE](#) to find your group.

1. In each group, there are 4 teachers, so this mean that once you find your group, you will see the 3 colleagues you will send your postcard from your vacations place. (If you click Ctl + F and you write your name, you can easily identify your group)
2. You can send the postcards until end of August. So, it can be a surprise for the recipient as maybe a colleague from Rome, will go for holidays to Napoli and send her card from there or maybe in Crete so the card will arrive from Greece :-)
3. The postcards must show a Cultural Heritage site/object/monument (one not a selection of many)
4. By the 1st week of September, take a clear picture of each postcard and save them with the name of the site and the country e.g. Acropolis, Greece. Upload them [here](#) (June-July Cultural Heritage postcards file)
In the group, don't forget to log in first!
5. And ok...I will reveal the surprise, the purpose it to make an online memory game that the students can play and discover our cultural heritage!
6. SURPRISE someone: If you want, pick another colleague from the list and surprise him by sending him a postcard! He/she will receive an unexpected card that will make him/her smile!
7. Of course, as you assign yourself to this activity, respect your colleagues and don't forget to send your cards!!

So enjoy your holidays and happy Cultural postcard summer exchange to all!
Warm Regards,
Irene

P.S. You cannot edit the google spreadsheet, if some of the info you provided are not full, inform directly the members of your team.

—
Irene Pateraki
Creative Classroom Group
Administrator





GASPERINI GABRILO

25

Carmela Cundari Italy
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26

Asya Borisova Bulgaria

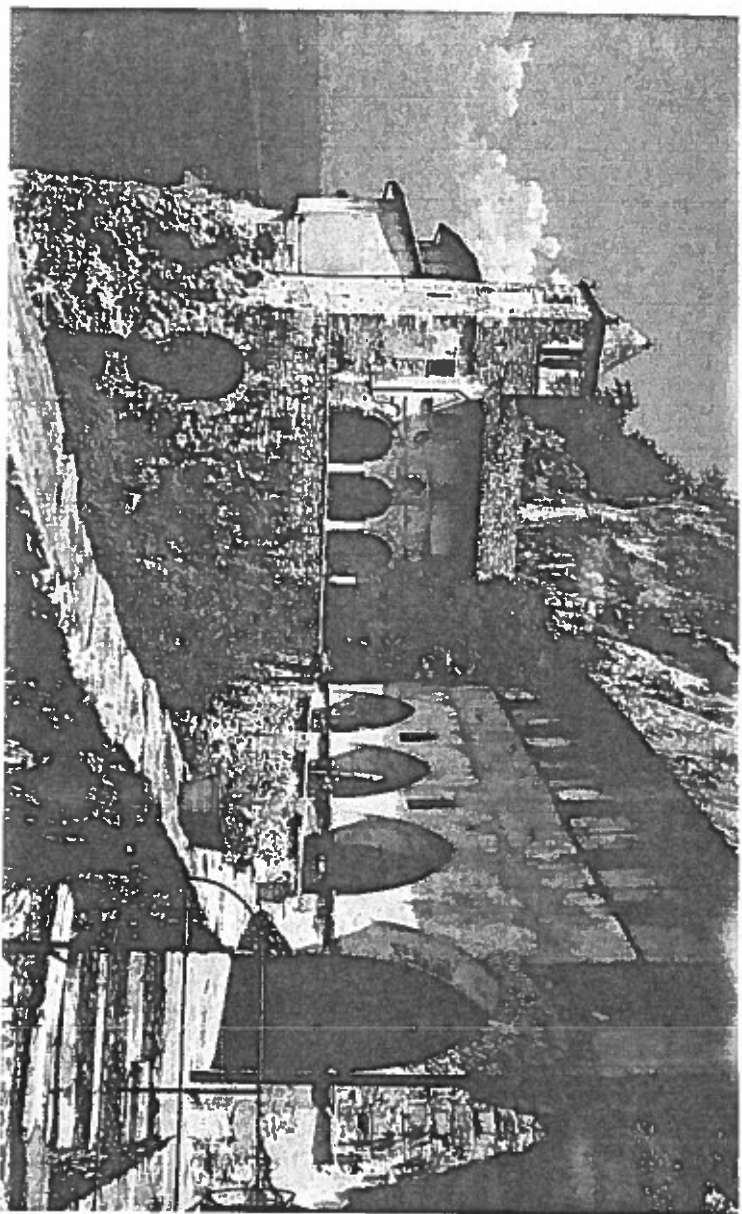
EXP NATALIA GRUSHKO
SCHOOL ZALISHCHYKY STATE GILINASIA
STR BANDERA 68
ZALISHCHYKY
TERNOPIL REGION
UKRAINE
48600

27

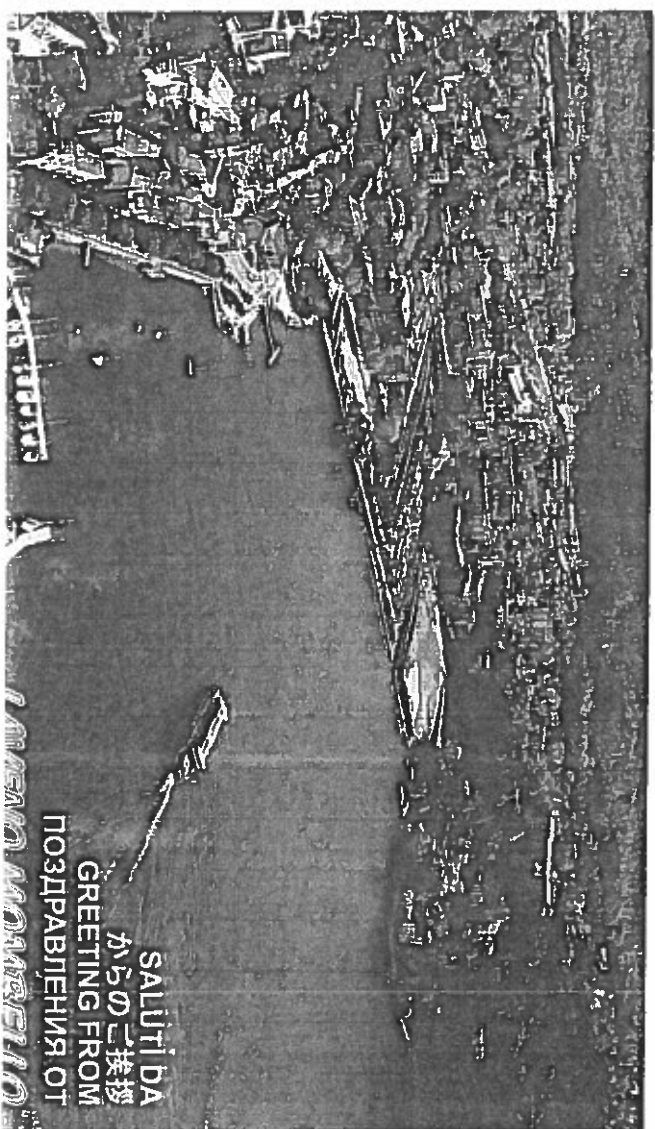
Natalia Grushko Ukraine
maria georgiadou EA, oca
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Agathenisiou 9 85100 Rhodes Greece
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Str 1/C Brailanu Nr 52 Braila, Romania

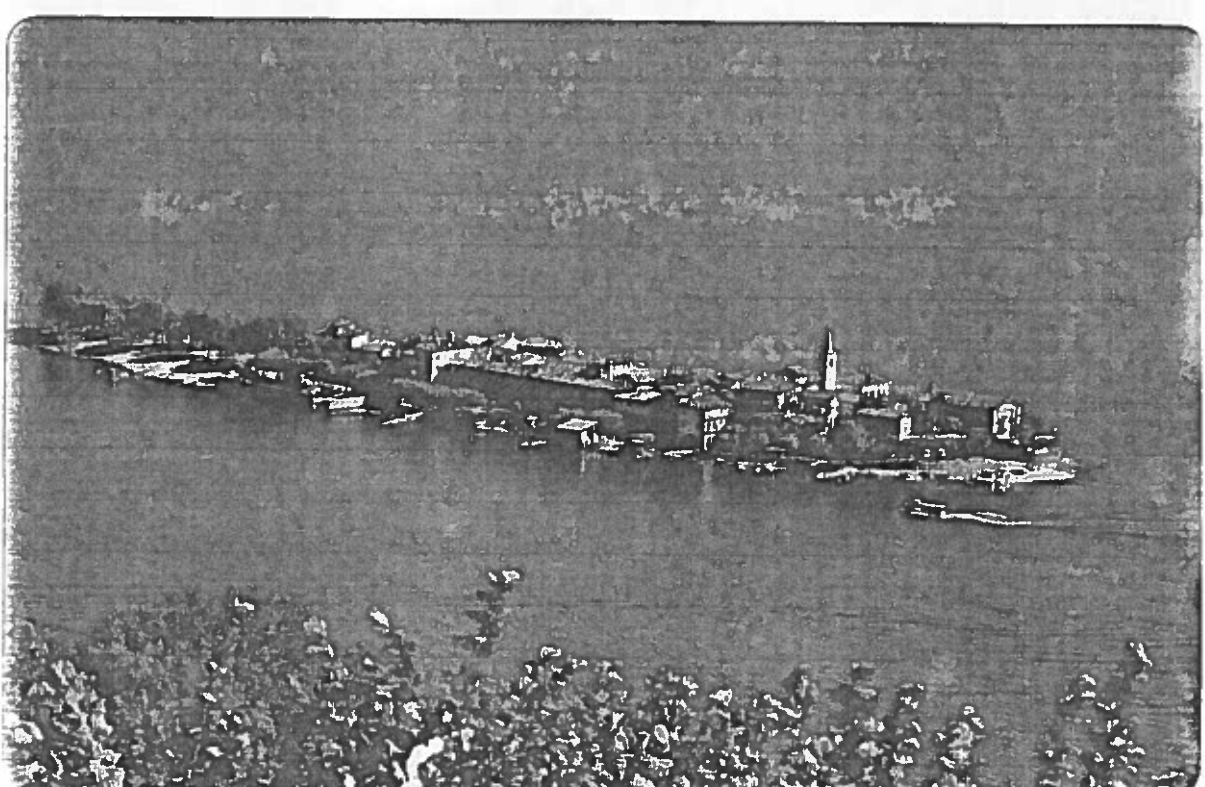
Addresses



 Meraviglie del lago Maggiore



SALUTI DA
からの挨拶
GREETING FROM
ПОЗДРАВЛЕНИЯ ОТ



LAGO MAGGIORE

AUGUST 2nd 2018

My best greetings to
you and your family

GABRIELLA GASPERINI
From ITALY

The hermitage of Sanvitto
Lake is a little lake of
jewel in the Chiese di
Lake of Sanvitto, one of
the Lombardy banks of
Lake Maggiore

S. Caterina del Sasso Ballaro.

www.lagomaggiore-e-dintorni.it

Reno di Leggiano (Va)

Cod. 027

NON SCRIVERE SOTTO - DO NOT WRITE BELOW

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10

G.P. NATALIA GRUSHKO
SCHOOL ZALUSHCHYKY
STATE GYMNASIA
STR. BANDERA 68
ZALUSHCHYKY
TERNOPIL REGION
UKRAINE
48600

AUGUST 2nd 2018

My best greetings to
you and your family

GABRIELLA GASPERINI
From ITALY

ISOLA DEI PESCAIORI

is one of the 3 Bormio near
Lombardy in LAKE MAG-
GIORE together with
ISOLA MADRE and
ISOLA BELLA

C. 237
15/08/2012
C. 237

Typo Office MARWAN - Mesenzana (VA) - Mario Parieff • RIPRODUZIONE VIETATA

Lago Maggiore: Isola dei Pescatori

Lago Maggiore

AUGUST 2nd 2018

My best greetings
to you and your
family

GABRIELLA GASPERINI

From ITALY

AVENO is a town

with volcanic soil

and a lot of

ceramics and

GLA MUSEUM on

10

RASVAN STEUTA

STR. I.C. BRATIANU NR 5

BRAILA ROMANIA

GRAFICHE REGIONALI - 21033 CITTIGLIO (VA) (RES) ITALY
Tel. 0332 626246 Fax 0332 626206 www.graficheregionali.it

10

MARIA GEORGIA DOU

AGATHONISIOU 9

85100 RHODES GREECE

NON SCRIVERE SOTTO - DO NOT WRITE BELOW

7/8/2018

Cultural Heritage Postcards Exchange - Fogli Google

Cultural Heritage Postcards Exchange

File Modifica Visualizza Inserisci Formato Dati Strumenti Componenti Appuntamenti Guida

100%

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14		Aida	Lumshi	Albania	jderada@yahoo.com	via Puccini 1 _20065 Basiglio _ITALY
15						Sevastelas 15. 62125. Serres. Greece
16						Lagja "Brigada 17 Shumëse" Rruga "Elbasan
17						30100 Peshkopi, Albania

Addresses

* RUE DE TRÈVES 6
1040

AUGUST 23rd, 2018
My best greetings

GABRIELLA GASPERINI
from ITALY

Laveno is a tourist resort
on Lake Maggiore (Northern
Italy) Laveno is also
famous for its ceramics
and its 'TERRAGLIA
MUSEUM'

Laveno Mombello (Va) - ITALY

Cod. 048

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TO

IRENE PATERAKI
EUROPEAN SCHOOLNET
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