POLITECNICO DI MILANO

FACOLTÀ DI INGEGNERIA DELL'INFORMAZIONE

Master of Science in Computing Systems Engineering

PATTERN MINING ON CHILDREN INTERACTIVE-STORIES
Analytical Models and clustering techniques

Supervisor: Prof. Garzotto, Franca.

Tesi di Laurea di:

HERRERO, Eliana María. Matr. 736645
SALGUEIRO, Fernando Alberto Matr. 737091

Anno Accademico 2009 - 2010

ABSTRACT

This thesis aims at achieving a deeper understanding of the digital storytelling process performed by youngsters in educational settings. It includes an investigation of a wide set of online hyperstories created at school by young people – from pre-school children to teen agers – using the same authoring tool and the adoption of a rigorous methodological framework to discover recurring features and morphological structures in these narratives as well as in the underlying creative process, to identify correlations with socio-contextual factors like author's educational level and authoring activity structure.

The findings highlight that especially in pre and primary school children's stories regular patterns coexist with creative solutions. In addition, the variety of story subjects, imaginative and authentic content, narrative styles and genres, are significantly higher in the stories created by young children than in those developed by high school students. Finally, the former also tend to externalize a meta-cognition process, by using stories to reflect on their narrative experience.

Keywords: Multimedia storytelling, structural analysis, patterns, children, teen-agers.

Obbiettivo di questa tesi e' di acquisire una più profonda comprensione del processo di storytelling eseguito dai giovani in contesti educativi.Il lavoro include l'esame di un vasto insieme di online hyperstories create a scuola da parte di studenti di livello non universitario - dai bambini in età prescolare ai ragazzi della scuola secondaria – utilizzando un strumento di creazione di storie (1001stories). E' stato adottato un approccio metodologico rigoroso per scoprire caratteristiche e strutture morfologiche ricorrenti in queste storie così come nel processo creativo iniziale, e per individuare le loro correlazioni con fattori socio-contestuale come, ad essempio, livello di educazione dell' autore e struttura della attivitá di authoring.

I dati qualitativi e quantitativi ottenuti dallo studio svloto evidenziano che, soprattutto nella scuola elementare, alcuni modelli regolari convivono con soluzioni creative ed originali. Inoltre, la varietà degli argomenti delle storie e dei loro stili e generi narrativi sono significativamente più elevata nelle storie costruite dai bambini che in quelle sviluppate da studenti della scuola superiori. Infine, gli studenti piu' giovani tendono anche ad esternare un processo di metacognizione, utilizzando le storie per riflettere sulla loro esperienza narrativa.

Parole chiave: Multimedia storytelling, l'analisi strutturale, modelli, bambini, adolescenti.

ACKNOWLEDGEMENTS

In the first place, the authors will like to thanks to Professor Ph.D. Franca Garzotto, associated professor of Ingegneria Informatica al Dipartimento di Elettronica e Informazione del Politecnico di Milano, co-directive of the HOC-Hypermedia Open Center and tutor of this thesis. Thanks for the trust deposited on us and for the absolute dedication to this endeavor, both in a personal as a professional way, to push this project through.

To the HOC-Hypermedia Open Center that kindly and diligently gave us access to the stories on which this thesis is based on and for their suggestions, comments and ideas during this thesis development.

To the Politecnico di Milano and to all the professors' staff that kindly opened their doors to us, as foreign students and make us feel like home; for the formation that we received there and to all the things that we discovered.

Finally yet importantly, to our families that, with their support, love and affections we were able to push this enterprise forward, being always a continuous source of energy that helped us to reach all our goals.

OUTLINE

This thesis is composed of four main chapters where all theoretical and practical arguments of the performed analytical work are deeply explained.

Chapter 1 does a brief description of the state of the art techniques on clustering analysis and summarizes briefly the current evolution of the morphology analysis. Additionally, the tool where the data is gathered, 1001Stories, is explained to understand how the data is generated, stored and gathered. It is because of this that algorithm structures, folk tales analysis and online tools are deeply explained in this chapter.

Chapter 2 concentrates mostly not only on the current status but in the definition of a methodological framework and the analytic tools that will be used during this thesis development. It is based on this framework where this thesis will be conducted and the results will be extracted and lately analyzed.

On chapter 3 results are presented and patterns are described based on the qualitative data analysis gathered from the sources stated in the previous chapters and evaluated according the described methodological framework.

Finally, chapter 4 presents these work's conclusions, extrapolated from the results of chapter 3. This is the reason why this chapter presents the greater practical interest, since future lines of work and the result of the research is described.

The thesis annexes contain the bibliography used for the state of the art and the different part of this document as long as a more detailed description of the stories analyzed.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS ii
OUTLINE iii
TABLE OF CONTENTS iv
LIST OF TABLES vi
LIST OF FIGURES vii
CHAPTER 1: STATE OF THE ART 2
1.1 Introduction 2
1.2 Motivation 3
1.3 Problem description 3
1.4 Problem characteristics 4
1.5 The importance of finding a solution to the problem 4
1.6 Work limitations 5
1.7 Morphological analysis 5
1.8 Policultura. 6
1.8.1 1001Stories engine 8
1.9 Similar projects. 10
1.9.1 TextEase 2000 [Faux, 2004] 10
1.9.2 On-line stories & Resources for Kids [Bab Books, 2010] 10
1.9.3 Write me a story [KidsCom, 2010] 11
1.9.4 Tikatok - Imagine a Story. Create a Book [Tikatok Inc, 2010] 11
1.9.5 Other similar projects [Bolchini et al, 2008] 11
1.10 Clustering techniques 12
1.10.1 K-means 13
CHAPTER 2: METHODOLOGICAL FRAMEWORK 16
2.1. Statistical analysis of stories population 16
2.2. The stories analysis form 18
2.2.1 Introduction 18
2.2.2 Form motivation 18
2.2.3 Form fields description 20
2.2.4 Header section 20
2.2.2 Image type section. 21
2.2.5 Morphological aspects section. 24
2.2.6 Sound section. 25
2.2.7 Communication goal and narrative style section. 26
2.2.8 Footer section. 27
2.2.9 Form validation. 27
2.3. Story inspection 28
2.4. Data encoding 28
2.4.1 Categorical data encoding. 28
2.4.2 Multivaluate fields encoding 29
2.5. Data normalization 29

CHAPTER 3: RESULTS 32
3.1. Sample identification 32
3.2 Data correlation analysis 33
3.1. Statistical analysis of the data 36
3.2 Clusterization analysis of the data 41
3.2.1 Clusterization using min-max normalization 41
3.2.2 Clusterization using statistical normalization 43
3.2.3 Clusterization convergence 44
3.2.4 Higher values of *K* 44
4.2.1 Structural patterns. 44
CHAPTER 4: DISCUSSION 48
4.1 Introduction 48
4.2 Conclusions 48
4.3 Future lines of work 49
4.3.1 Data visualization: Faceted navigation 49
4.3.2 Policultura enhancements derived from the results 53
ANNEX A: ANALIZED STORIES 58
A.1 Policultura story database 58
ANNEX B: FORM DATA 60
B.1 Introduction 60
B.2 Policultura Forms 60
ANNEX C: BIBLIOGRAFY 112

LIST OF TABLES

Table 1: Policultura site statistics for period 2007-2009 [Paolini et. al, 2009] 7
Table 2: Two tails Normal distribution regarding freedom degrees. 17
Table 3: Story analysis form example (Example taken from the story 258) 18
Table 4: Age distribution and different levels in the Italian education system. 20
Table 5: Multimedia tool explanation. 21
Table 6: Image type explanation. 21
Table 7: Literary genre explanation. 24
Table 8: Story subject explanation. 25
Table 9: Sound role explanation. 26
Table 10: Communication goal explanation. 26
Table 11: Narrative style explanation. 27
Table 12: Geoposition encoding of the Italian regions. 29
Table 13: Stories sample from original Policultura population. 33
Table 14: Normalization values table. 35
Figure 8: Comparison between audience level and story subject. 37
Figure 9: Speaker perspective vs. school level. 37
Figure 10: Comparison between the literary genre and story subject. 38
Figure 11: Comparison between the sound use vs. audience level. 38
Figure 12: Comparison between the image type vs audience level. 39
Figure 13: Comparison between images types and audience level. 39
Figure 14: Comparison of multimedia elements used per story. 40
Table 15: Non-standard multimedia tools used in stories. 42

LIST OF FIGURES

Figure 1: Performed steps to carry out this work. 2
Figure 2: School level distribution 7
Figure 3: 1001Stories engine story structure 9
Figure 4: K-means algorithm fundamentals. 14
Figure 5: Example of the different image types categories. 23
Figure 6: Multivaluate field encoding for image type dimension in the form. 29
Figure 7: Sample data correlation map. 34
Figure 15: Highlighted in orange are the analyzed regions. 40
Figure 16: Cluster results from using min-max normalized data 42
Figure 17: Cluster results from using statistically normalized data 43
Figure 18: Cluster results for high values of *K* 44
Figure 19: Process description and reflection as part of the story 45
Figure 20: Elementary school story patterns 45
Figure 21: High school story patterns 46
Figure 22: Schematic and topological comparison of downtown Subway lines. 50
Figure 23: Proposed data visualization - Animated bubble graph relating the stories. . 51
Figure 24: Stories modification 52
Figure 25: Strong and week connections between stories. 52
Figure 26: How the faceted search engine interacts with 1001Stories. 53
Figure 27: Current Policultura fields to create a new project. 54
Figure 28: Companion recommending useful tips before uploading an audio file. 54
Figure 29: Companion recommending useful tips before uploading an image. 55
Figure 30: Companion recommending useful tips before creating a new argument. 55
Figure 31: Several virtual companion options. 56

CHAPTER 1: STATE OF THE ART

1.1 Introduction

In order to carry out this work, a series of techniques and tools will be applied. It's the goal of this chapter to introduce the state of the art of these techniques without going deeper on how they are going to be applied, something that will be covered on chapter 2.

The structure of this thesis is summarized on figure 1 showing the performed steps to carry out this work, starting with a comprehensive investigation of the current state of the techniques on morphological pattern and the different dimension that intervene on these patterns. Once this subject is analyzed the work will move on to the statistical field to select a representative population of stories to be analyzed, then clusterization techniques will be applied to these stories in order to detect intrinsic or underlying pattern on the data. Using these two main techniques the results and the conclusions will be presented.

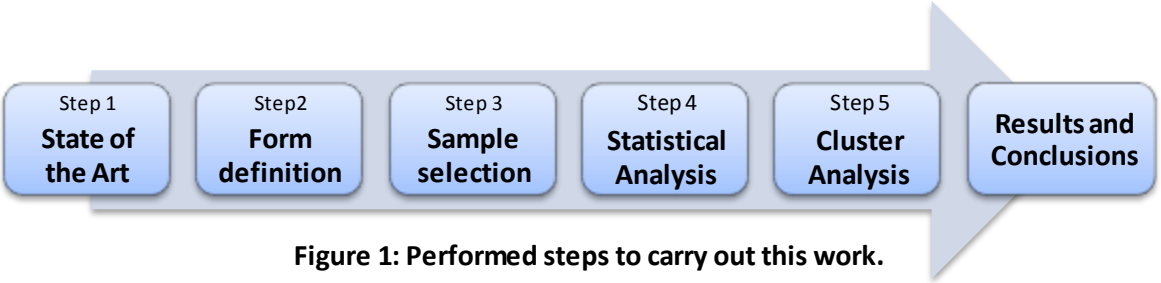


Figure 1: Performed steps to carry out this work.

Starting from the beginning, the necessity of a proper mean of classification for stories had been studied for over a century, but probably the greatest contribution on the subject was made from Vladimir Propp, who analyzed the basic plot components of Russian folk tales and identified simplest irreducible narrative elements. In addition, Claude Lévi-Strauss ideas on structuralism and his attempts to analyze a specific field as a complex system of interrelated parts or units expanded the ideas on how stories should be classified and generated a series of proper classification systems.

Without extending ourselves deeply into previous classification systems for stories domains, those same analyses can be extended from Propp and Lévi-Strauss theories to other, more interesting, domains, like the one in study: The children stories.

If a proper classification exists for stories, then they can be grouped or clusterized and this new information can be exploited in different ways but more consistently to provide a more accurate stories authoring tool for each cluster.

The aim of this work is to develop the methodology for the classification and to try to discover if such patterns exist beneath the stories structure and if so, to analyze those patterns to identify the dimensions on which they extend.

1.2 Motivation

In the first approach, this thesis was motivated as an extension of Propp's investigation about morphology story writing analysis on Russian folktales, but instead of discovering patterns on local folkloric tales, the goal is to extend Propp's idea into a different domain: A computational tool for teaching storytelling.

On a second stage, the lack of proper data analysis techniques, and the incompleteness of the regular data visualization techniques on multiple dimensional domains like the ones derived from the stories were also a strong motivation for this work.

The general research question that needed an answer was: Does any children story contain morphological patterns that can be derived from the story independent of the content of the story itself, and if so, how are this patterns distributed through a series of dimensions, like age or multimedia format used to tell the story, among others. If morphological patterns really exist, then the current 1001Stories engine can be enhanced in order to take advantage of the discovered patterns.

The second question was how to visualize these patterns and how the data visualization can help navigate between stories. This way will be possible to navigate the stories of similar characteristics using a correct data visualization tool and at the same time, enhancements on the authoring tool can be proposed to enhance the whole experience.

1.3 Problem description

This research topic was motivated by two main goals: On one hand, the need to provide more accurate authoring and classification tools for children storytelling; This goes from children from the age of 6 to the age of 18. On the other hand, a proper visualization tool to navigate among stories should be created in order to enhance the user experience. Therefore the problem resides on both: The story author and the users side.

Over the last three years, a vast number of stories have been created in the Policultura site, covering multiple topics from the ones with scientific content to other focused on historical events. Each story is independent and targeted of a different audience, like kindergarten, elementary school and high school levels.

The problematic, therefore, resides in the fact that if the hundreds of stories, created to widely difference audiences, using a vast variety of multimedia tools and covering different topics share common structural patterns among each others.

Nevertheless, previous work in the field of morphological analysis is not enough to find patterns in this set of stories, so a new methodological framework will be developed to analyze them.

The contribution of this thesis, then, will allow establishing and clarifying if there are structural patterns in the Policultura stories, analyzing a subset of them, and if a proper pattern exists, how can they be grouped. Additionally, and advanced visualization tool will be proposed to navigate among stories with similar patterns.

1.4 Problem characteristics

The main idea of the Policultura site is to improve the interaction in the didactic triangle "*pupil-teacher-content to be learned*" being this a practical problem, since the work is oriented to introduce a technology aimed to help improve interactions in this triangle. On the other hand and since the content of the stories itself is wide and rich, a methodological framework should be developed to select a proper sample of stories and analyze them, being this a theoretical problem. In summary, the problematic, covered in this thesis, has two natures:

- Theoretical characteristics: Involved in the development and testing of a proper methodological framework to analyze the stories and discover the patterns. Analyze the stories population and determine the correct amount of samples to be analyzed in order to minimize experimental errors among other theoretical characteristics.

- Practical characteristics: The selection and analysis of the stories itself, the tune of the clustering techniques and the analysis results

1.5 The importance of finding a solution to the problem

The authors of this work expect that this thesis results will help to improve the interaction student-teacher by providing means and techniques of the improved pedagogical session by categorizing on a proper way the content itself to be taught.

The development of a methodological framework will set a ground base for others to do their own analysis on their stories and discover if the patterns holds on different languages, different cultures or even different age levels.

In addition, the identification of patterns on the tales will help to develop a new set of tools aimed to assist the authoring of new stories, making easier for the users to write new stories and enhance the multimedia experience.

The patterns and clusters can also be used to group stories together and can be shared among users ensuring that if they have had a proper experience in the past with one of the stories, other can have it too; in other words, the clusters can be used as a preliminary recommendation system.

1.6 Work limitations

In the development of the proposed model, limitation applies due to the lack of certain resources, so do the full access to the information (not all educational levels are available, data privacy restriction might apply and that the data is based on stories written in Italian among others).

Therefore, some limitations might apply to the proposed model, like some overfitting in the data might be occurring due to the fact that the analyzed population can be a little bit homogeneous.

Also, the lack of proper works applied directly on the same domain force us to take some considerations and choose the dimensions to analyze. Probably as a future line of research, different dimensions can be exploited, like for example gender to replace age, something that the authors were not able to do in this work since that information was not available.

Now that the introduction to the problem, its motivation, characteristics and limitation had been presented, it is time to introduce the state of the art of the tools and techniques that were mentioned on this chapter's introduction.

1.7 Morphological analysis

The morphology analysis is the study of the "*form*" or "*shape*" that applied to stories domain is the identification, analysis and description of the structure within the stories themselves. Perhaps the first serious morphology analysis was carried out by Propp for folktales in 1958 [Propp, 1968] and that very same work attracted attention to the subject and has been of an ever increasing interest in attempting structural analyses of various folklore genres from various authors like Dundes Bremond and Greimas among other [Propp, 1968].

Other great exponent in the morphological analysis and at the same level than Propp is Lévi-Strauss, father of Structuralism.

The morphological analysis in tales starts with [Propp, 1968], Propp "*devised*" a very simple method of analyzing Russian wonder tales in accordance with the characters' actions, regardless of their concrete form or variation on the Russian regions [Hammond et. al, 2008].

Even thought Propp focus his analysis on the lack of a proper classification system for fairy tales, that same idea can be extended to the children stories domain to try to find patterns or invariants.

Propp's investigation revealed that the recurrence of functions is astounding and he proposed a series of four hypotheses [Propp, 1968]:

1. Functions of characters serve as stable, constant elements in a tale, independent of how and by whom they are fulfilled. They constitute fundamental components.
2. The number of functions known to the fairy tale is limited.
3. The sequence of functions is always identical.
4. All fairy tales are of one type concerning their structure.

Tales, therefore, consist of both constants and variables. The concrete form of the characters, their world and actions is variable. Nevertheless, the functions, "*an act of a character, defined from the point of view of its significance for the course of the action*" [Propp, 1968] is constant [Hammond et. al, 2008].

This explains the two-fold quality of a tale: It is amazing multiformity, picturesqueness, and color, and on the other hand, it is no less striking uniformity, it's repetition [Propp, 1968]. This works aim to find this same uniformity or repetition in child stories using the system 1001Stories.

Prop and Levi-Strauss discovered some "*metadata*" about the stories that they analyze or the domain they want to study and this idea is shared with one of these thesis goals; that is to create a form to gather and collect the stories metadata and its different dimensions.

1.8 Policultura.

The stories that this work analyzes have been created using the 1001Stories authoring tool framed into the Policultura project. Politecnico di Milano and HOC (Hypermedia Open Center) has created a multimedia engine that is freely available, intuitive and easy

to use (without any technical prerequisites) resulting on a real multichannel application that generates a web site, CDs/DVD with multimedia content and iPod applications.

Using this tool, teachers and students have the opportunity to generate multimedia stories and narrations of cultural, humanistic of scientific topics. The stories stored in the Policultura site will be the raw data used for this thesis development and they are separated in four different levels with the following structure [Paolini et. al, 2009]:

Policultura Senior: Stories developed by second year of high school.

Policultura Junior: Stories developed by first year of high school.

Policultura Kids: Stories developed by primary school.

Policultura First: Stories developed by kindergarten.

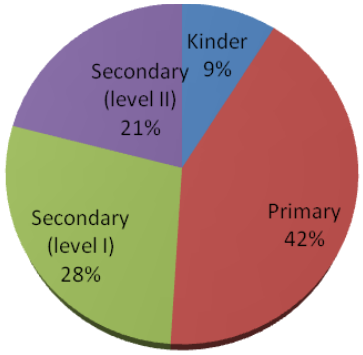


Figure 2: School level distribution

The graph on figure 2 shows the percentage of participation corresponding to each educational level, based on the information reporte on table 1.

The involvement on the project of the different levels can be summarized in table 1 according to Paolini's report [Paolini et. al, 2009]:

	2007	2008	2009
Courses involved	106	339	415
Courses level	II grade secondary	Primary and secondary	All levels
Stories finished	56	135	190
Professor involved	56	173	260
Students involved	1100	3600	5000

Table 1: Policultura site statistics for period 2007-2009 [Paolini et. al, 2009]

Even the majority of the schools involved in the project belong to the Lombardy, Sicily and Puglia regions, most of the majority of Italian regions had been involved in the project to ensure a proper diversity [Paolini et. al, 2009].

The published results are very promising with over 77% satisfied teachers after the experience and almost 93% of professors willing to use it on a day-to-day work basis. These results had caused big interest among local and international scientific community about the innovation on didactic procedures [Paolini et. al, 2009].

1.8.1 1001Stories engine

For the authoring of the stories, the Policultura site uses the 1001Stories engine, which enables people to easily shape an interactive multimedia artifact as a "hypermedia story" [Bolchini et. al, 2007]. Using the term "hypermedia story" makes reference to a non linear narrative that exploits a variety of media: text, audio, images, videos, animations and to deliver it on different channels (through the web, CD-ROM or mobile device) [Bolchini et. al, 2007].

The 1001Stories toolkit is embedded in the Policultura site, a Politecnico di Milano initiative and a joint venture of Epson Italia that generates a proper environment to "*generate culture*" using state of the art information technology tools.

This toolkit has two principal components: a) A hyper story development tool to allow an efficient content data entry and the fast generation of the multimedia interactive application; and b) a methodological guidance to support an organized development process and provide a "*proposed workflow*" [Bolchini et. al, 2007].

The functionality offered by the 1001Stories tool to can be summarized in three main features: *Data entry*, *preview* and *generator*.

1. The *data entry* is a control panel enabling the user to edit the editorial plan of the story to enter content for each element and to perform all needed changes [Bolchini et. al, 2007].

2. The *preview* allows visualizing at any moment of the process the preliminary resulting story of what has been entered so far. In this way, the developer can immediately check the quality of the story and make any improvements [Bolchini et. al, 2007].

3. The *generator* produces and publishes the final applications once every element of the story has been set and specified [Bolchini et. al, 2007].

The story structure created with "1001Stories hypermedia" is a tree-like structure composed of a predefined set of node types as presented in figure 3. The node types are: *Cover* which acts as "home page" and introduces the story; *auxiliary information* which may contain arbitrary information about the story, e.g. about authors or the school, credits or acknowledgments among others possible options; *topic* which represents a domain object of any semantic nature, depending on the application domain (i.e.: a fact, a person, a character, an event, a place, etc.) and a *subtopic* which denotes a sub-subject of the related topic [Bolchini et al, 2008].

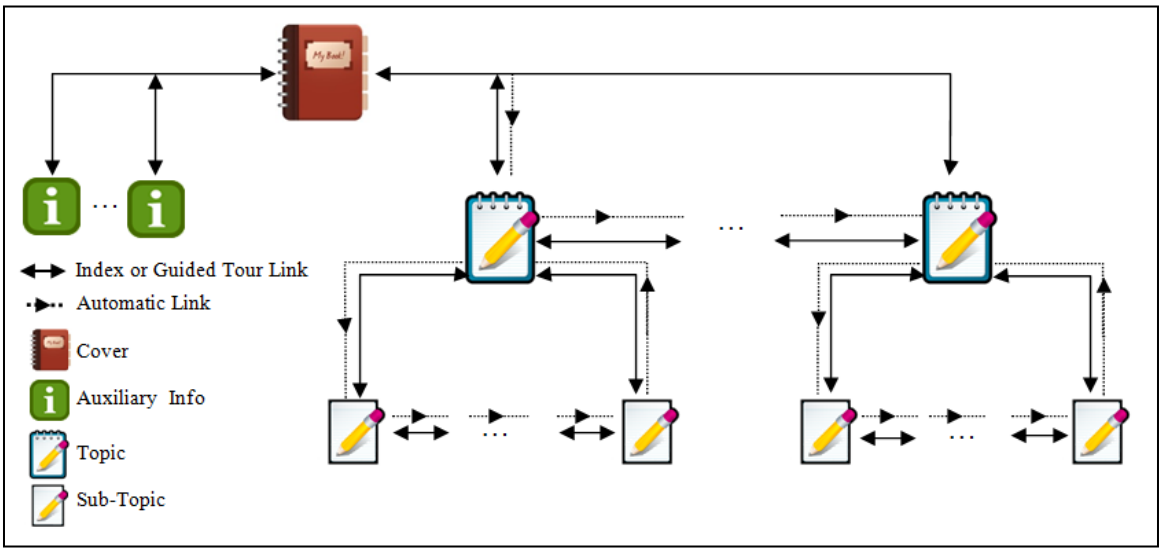


Figure 3: 1001Stories engine story structure

The navigational topology of a 1001Stories hypermedia then, exploits three navigation patterns [Bolchini et al, 2008]: *Index navigation* (from a node to each node in a group of nodes, and back), *guided tour navigation* (sequential bi-directional navigation) and *automatic guided tour navigation* (forward sequential navigation in which the activation of the "next" link is triggered automatically by the system). The combination of these patterns creates a sophisticated navigation topology and allows the provision of different navigation styles: Manual navigation, automatic-short navigation and automatic-long navigation [Bolchini et al, 2008]:

- In manual navigation, the user is in control of the navigation, and can traverse all index links or guided tour links available in a node.

- In automatic-short navigation, the system takes the user from topic to topic, triggering the next topic when the audio narrative of the current node is over. The user can remain passive and enjoy the story flow from topic to topic.

- Automatic-long navigation provides a similar user experience, but the narrative flow now traverses the linearization of the topic-subtopic tree structure.

On a smaller grain analysis, the content format of each node type, is pre-defined for each delivery channel: On the stationary channel, for example, a topic or a sub-topic is composed by a title, a subtitle, a descriptive text, an audio narrative, and a dynamic visual media object – a sequence of images, a (2D or 3D) video, or an animation – synchronized with the audio narrative. The audio and the dynamic media are synchronized

automatically by the tool and start playing autonomously when a user enters the corresponding topic or sub-topic.

1.9 Similar projects.

Since the advent of multimedia tools, it has been a challenge to gets a good blend between these tools and schools at different levels, trying at the same time to master the tool and at the same time exploiting all the benefits that the tools provide. Setting focus in similar projects, Policultura is one among several options for story authoring tools. In the next sections, the most relevant applications and their characteristics will be covered.

1.9.1 TextEase 2000 [Faux, 2004]

The software TextEase 2000 was used to assist the students with special educational needs to create their own stories, among other projects. TextEase is an educational word-processing, desktop publishing and multimedia authoring software designed for children, intuitive and easy to use. Pages can contain text, pictures, sound, and animations. It is possible to use links to create multimedia presentations or stories.

The project was developed in two phases: In the first one, the teacher proposed the story topic and the steps used to get the result were:

1. Overview of the software and developing a resource bank
2. Generating the multimedia material (collages, pictures, videos)
3. Adding components to the resource bank and starting the story
4. Completing the story.

The second phase entailed the students making their own stories, based on the theme of "finding things" and give them the possibility to make their own decisions. A story plan was provided to help in mapping out ideas, and disposable cameras were distributed, to enable collection of pictures for the stories. The students were required to develop their own resource banks prior to embarking on their story creations.

1.9.2 On-line stories & Resources for Kids [Bab Books, 2010]

Adlib is part of BAB Books web page where children can fill in the available blanks and create a random set of sentences in order to compose a story. The optional words to use in the blanks are adjectives, nouns, plural noun and verbs.

The children can choose their own words and the web site create a random "*story*" using the words in the blanks. However, the story, at the end, is just a set of sentences in general not related with each other.

Unfortunately, it is not possible to use video, sound or picture files in the stories and the result is not promising because of the lack of good multimedia resources. This site does not provide a good set of tool in order to allow children to create good quality stories.

1.9.3 Write me a story [KidsCom, 2010]

Each week this website challenges children to write a story with the character, prop and place proposed by the website. From all the stories, five from each age group are randomly selected for placement in the "*ballot box*". The two stories in the "*ballot box*" with most votes from each age group are placed in "s*tunningly stupendous stories*". The stories included in the "*ballot box*" are the only ones that can be published on Internet.

In this case, it is possible to construct a well-formed story, but only using text. The use of audio, images or video is not available and not all children have the possibility to see their own story published.

1.9.4 Tikatok - Imagine a Story. Create a Book [Tikatok Inc, 2010]

Tikatok is an online platform where children can write and publish their own stories. It is possible to use the available images or upload other images to illustrate the stories.

Tikatok uses a tool called *storySparks* that they are like a writing prompt, except that children may choose a topic and pick the names of the main characters. When children select a *storySpark* and name the characters, the beginning of a story is automatically added into the book editor.

Tikatok also shows hints at the bottom of each page, recommendations for what children should write about next. Creating the story is free; the users only pay the paperback copy.

1.9.5 Other similar projects [Bolchini et al, 2008]

As described above, the concept of end-user development or story authoring is also present in other existing hypermedia production tools for children [Bolchini et al, 2008], the enumeration of tools can continue with other applications, for example the ones described on Bolchini *et all* paper [Bolchini et al, 2008], like CBC4Kids' Storybuilder

and Kidpad, which are supported by an evaluation of success related aspects. In the domain of cultural heritage hypermedia, a system that can be regarded as an hypermedia application framework for end-user development is Pachyderm, a joint venture led by NMC (New Media Consortium) and San Francisco Museum of Modern Art. Pachyderm is an authoring and publishing tool for museum professionals, which offers a set of high-quality built-in "educational-oriented" and interactive templates which experts can fill with multimedia contents.

After analyze these options among others for creation of stories, it can Bolchini *et all* concluded that no one of these tools has all the multimedia possibilities that Policultura offers and this is why this thesis focuses on Policultura stories.

Policultura gather the best features seen in the other examples in just one online site for creation of stories. Hence, it can be said that Policultura is one of the pioneers in this field, being used at a national level in all school levels with a high degree of students and teachers commitment, participation and satisfaction.

1.10 Clustering techniques

Once that the tool was chosen, in this case Policultura and that the story samples has been statistically chosen this thesis will apply two kind of analysis on the data: Statistical analysis and clustering techniques.

The statistical tools that this thesis use requires no introduction since they will be explained in chapter 2, but also the authors though opportune to apply some clustering techniques to try to discover underlying patterns in the stories.

Clustering can be informally described as the process of organizing objects into groups whose members are similar in some way and therefore a *cluster* is a collection of objects that share similar proprieties among each others and are "*dissimilar*" to the objects belonging to other clusters [Matteucci, 2009]. More formally, clustering is a series of techniques used for partitioning an N-dimensional population into k sets on the basis of a sample [MacQueen, 1969].

In this case the population will be the structural components of the stories and the resulting sets will be some grouping (partitioning or clustering) of them according to some criteria. Clustering can be considered the one of the most important *unsupervised learning* problem; so, as every other problem of this kind, it deals with finding a *structure* in a collection of unlabeled data [Matteucci, 2009]. The clustering itself can be done by different methods and each of these algorithms can grouped in different families:

- Exclusive Clustering: Where each population element belongs to one and just one cluster and can be represented by algorithms like the K- means.
- Overlapping Clustering: Where one population element might belong to more than one cluster, like fuzzy K-means algorithm.
- Hierarchical Clustering: Where elements are grouped into low level clusters and these clusters are merged together to generate higher level.
- Probabilistic Clustering: Where a probability of belonging to a cluster is assigned to each population element, like in algorithms like Gaussian clustering.
- Neural Networks Clustering: Where neural networks learn in an unsupervised way to generate the cluster elements, like Kohonen's Self Organizing Maps.

There is no general theoretical solution to find the optimal number of clusters for any given data set [Matteucci, 2009], but some criteria can be used to determine a proper number of clusters, like Schwarz Criterion or Bayesian information criterion (BIC), or just manually calculate the number of clusters that maximize the extra-cluster variance[1].

Since this work's goal is not to demonstrate a comparison between clustering techniques, the k-means algorithm will be used, the simplest clustering method in the exclusive family and the optimal number of clusters to be used will be determined empirically.

1.10.1 K-means

Proposed by MacQueen on 1967 is one of the simplest clustering algorithms [MacQueen, 1969] and has been adapted and extended to many problem domains. [Matteucci, 2009]. It classifies a given data set into a fixed number of clusters using the distance of the samples against the clusters geometrical centroids to determine cluster belongingness. The smallest distance (nearest) between the cluster centroid and the element is the winning cluster or, in other words, the one that minimizes the following objective function:

$$MIN\left(\sum_{j=1}^{k}\sum_{i=1}^{n}\left\|\bar{x}_i - \bar{c}_j\right\|^2\right)$$

Where: $\bar{x}_i$ is the i observation (stories)
$\bar{c}_j$ is the centroid of the cluster j.
k is the number of clusters to be used.
n is the number of observations.
$\|\bar{x}_i - \bar{c}_j\|^2$ is a distance measurement†.

[1] K means ensures that the element's intra-cluster variance is minimum for K clusters, but does not ensure that the result has a global minimum of variance. Other values of K can be more fit.

† Not only the regular notion of vector distance (Euclidean) can be applied, also other non conventional distance operators can be implemented for K-means, like Manhattan distance, Pearson Correlation distance and Kendall 's (tau) distance among others.

The following can be seen as a possible implementation (in pseudo code) of the k-mean algorithm and several variations are widely available through most of the mathematical programming languages. Figure 4 shows a sample run of this pseudocode in Matlab.

1. *Place K points into the space†† to be the initial cluster centroids.*
2. *Loop thought the elements to be clusterized assigning each object to the group that has the closest centroid.*
3. *When all objects have been assigned, recalculate the positions of the K centroids.*

Step 2 and step 3 should be repeated until the centroids no longer move.

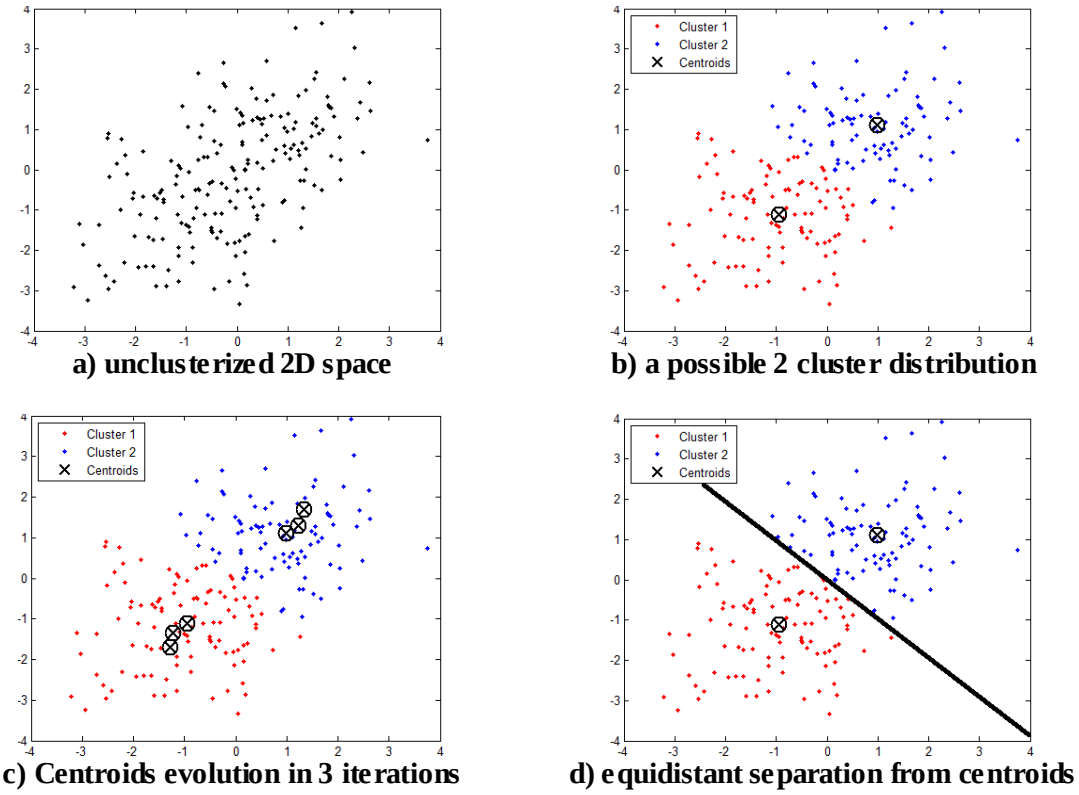


Figure 4: K-means algorithm fundamentals.

This concludes the introduction of the tools that will be used for this work. Further explanations about the modifications to these techniques is explained in the next chapter.

†† Several techniques can be used to place the initial clusters centroids: Random position or some of the elements to be clusterized can be picked as first iteration centroids among other options.

CHAPTER 2: METHODOLOGICAL FRAMEWORK

2.1. Statistical analysis of stories population

How many members of the population should be selected to ensure that the population is properly represented by the sample, how the sample gathering process should be conducted, how do you determine if you have enough data are some of the questions that will be analyzed in this section.

The sample size is the number of observations (individuals) that is chosen randomly from the original population. The larger the sample size, the more the sample truly reflect the original population. This indicates that for a given confidence level, the larger your sample size, the smaller your confidence interval. However, the relationship is not linear [Fernández S. et. al, 1996][Bartlett et. al, 2001].

Determining sample size is a key issue on any field work experience, because is the sample is too large analyzing it may be a waste time and resources, while if the sample size is too small may lead to inaccurate results; therefore this thesis will cover the techniques to select an adequate sample size to minimize the error and, at the same time, minimize the sample size that needs to be analyzed.

To determine the appropriate sample size two key factors that are present into the current scenario needs to be considered:

1. That there is a finite population of stories: This is true since the current population is around 380 finished stories[4].

2. The stories distribute normally over all the dimensions: The number of available stories (population) is big enough to be considered that they distribute normally on the analyzed dimensions and that the central limit theorem premises holds for the analyzed population.

Under these premises, the formulas to calculate the sample size can now be chosen taking into account the fact that the Policultura stories are framed in the big populations scenario, but finite one.

[4] Based on the set of completed stories of Policultura 2006-2009.

[Bartlett et. al, 2001] propose the following formula to fit our current model:

$$n_0 = \frac{Z_\alpha S^2}{d^2} \quad \text{(i)} \qquad n = \frac{n_0}{1 + {}^{n_0}/_{N}} \quad \text{(ii)}$$

Where:

- Z_α is the normal distribution integrated up to the confidence level. (1-α is the confidence level of the sample)
- S^2 is the square of the standard deviation and S^2= p (1-p) where p is the probability of occurrence of the event for that confidence.
- d^2 is the square of the standard error.
- N is the total population size.
- n_0 is the non adjusted sample size.
- n is the adjusted sample size.

These formulas (i) and (ii) take into account two kinds of errors between the sample and the population [Bartlett et. al, 2001]: Type I error (the probability that differences revealed by statistical analyses really do not exist) and Type II error (occurs when statistical procedures result in a judgment of no significant differences when these differences do indeed exist).

For the confidence interval calculations, it is assumed that a genuine random sample of relevant population is available. In this case, the entire population of stories will be shrunk to only a subset of stories: The ones that are finished. Since the authoring of a story takes time, only the ones that are marked as finished or concluded are going to be consider as relevant elements of the population and then the sampling procedure will be applies.

Freedom Degrees	**2 tails area**					
	0.25	**0.10**	**0.05**	**0.025**	**0.01**	**0.005**
91	0.6772	1.2909	1.9864	2.3680	2.3680	1.6309
92	0.6772	1.2908	1.9861	2.3676	2.3676	1.6303
93	0.6771	1.2907	1.9858	2.3671	2.3671	1.6297
94	0.6771	1.2906	1.9855	2.3667	2.3667	1.6291
95	0.6771	1.2905	1.9853	2.3662	2.3662	1.6286
96	0.6771	1.2904	1.9850	2.3658	2.3658	1.6280
97	0.6770	1.2903	1.9847	2.3650	2.3654	1.6275
98	0.6770	1.2902	1.9845	2.3647	2.3650	1.6269
99	0.6770	1.2902	1.9842	2.3645	2.3646	1.6264
100	0.6770	1.2901	1.9840	2.3642	2.3642	1.6259

Table 2: Two tails Normal distribution regarding freedom degrees.

2.2. The stories analysis form

2.2.1 Introduction

In order to analyze the stories, it is important to understand what is the relevant information from the stories: On a first glimpse not all the information about the stories is relevant, like the date when the story was made; on a deeper analysis the correct selection of the fields that will compose the *form* will determine the possibilities and implication of this thesis and, therefore, it's crucial to select the correct information to be gathered by the form.

2.2.2 Form motivation

In order to evaluate the stories, a special *form* has been developed, where the most relevant characteristic of the tales are highlighted and can be filled in a simple way by the researchers. After several iterations, the final version of the *form* looks like the example in table 3 and it's the base to perform the stories analysis.

Story ID: 258 - Name: Modugno, Crocevia Di Racconti Migranti			
Author: classe_zzz@policulturaZZ	**Region:** Puglia	**Language:** IT ☒ EN ☐ Dialect ☐	**Target Audience Level:** Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐
Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other			**Number of:** **Pages**: 5 **Audios**: 15 **Pictures**: 139
Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☒ Maps ☐ Others			
Literary genre: ☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery ☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——			
Story subject: ☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities ☐ Games ☐ Historical character ☒ Popular character ☐ Other: ——			
Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____			
Who speaks: : ☐ Teacher's voice ☐ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____			
Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___			
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)			
Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____			
Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____			
Short summary: Story about the region of Modugno, local characters around the world and outsiders living in there; all narrated by all class students. Observations: Project developed for Policultura.			
Overall Rating: ☐ 1 star ☆ ☐ 2 stars ☆☆ ☒ 3 stars ☆☆☆ ☐ 4 stars ☆☆☆☆ ☐ 5 stars ☆☆☆☆☆			

Table 3: Story analysis form example (Example taken from the story 258)

It's not only important to introduce the form as a tool to gather the stories metadata, but it's also important to justify the methodological framework behind the form: Each dimension (*category* in the form) has been selected very carefully to maximize the change of helping discovering the patterns in the stories.

For the development of the form, two approaches were taken using and iterative procedure:

1. Top down analysis: The form is generated containing all the attributes and dimensions that the authors thought that were meaningful for the analysis and then iterate over the stories to evaluate how this form behaves with the real data.

2. Bottom up analysis: As a second stage, a bottom up analysis was performed, analyzing the stories itself to change the form to ensure that variations or attributes only present in a small subset of stories are also collected by the form.

Now it's time to justify why some categories where selected in the form and other left outside. First of all the header section of the form contains some profile data about the story: The internal ID, name, author, region and some statistics about the use of multimedia in the story. This information can be obtained directly from the 1001Stories engine performing a query without actually accessing each story. These dimensions are for identification purposes mainly but at the same time are relevant since the will give an quantification of the length and complexity of the story.

The *literary genre* was taken from the bibliography and the different attributes for this category are well known and documented in several publications. While performing the bottom up analysis, it was discovered that the analyzed stories did not make use of all the available literary genres in the form, but it was the authors choice not to simplify in sake of generalization, so the form can be used without modifications in other domains. The *speaker perspective* and the *communication roles* are also well known in the bibliography.

The *story subject* was framed into the different Policultura contents and therefore that data was taken from there. This category, like any other always contains the "other" option, bringing flexibility to the form to be applied in other domains.

The following fields, *sound role*, *who speaks* and *experience*, were added in the bottom-up analysis of the data, where it was evident that just analyzing the sound role was not enough to find patterns, since this attribute by itself is a poor clasificator; for this reason the authors added additional dimensions to identify *who speaks* in the story and if the class experience that triggers the story was introduced in the story itself.

Finally, the *summary* and *rating fields* that are present in the form are also for identification purposes and since they are objective fields they won't be deeply analyzed in the subsequent sections of this work, but they can have meaning for a future work.

2.2.3 Form fields description

The previous section explains how each of the categories in the form were selected. This section will explain each of the attributes of the section, its definition and some examples to illustrate how the form was filled out.

The form identifies the story by the internal system number (the *story ID* field) and by the name (*name* field in the first row). Then some general purpose fields has been added, like *author*[5], the *region* of the school that has written the story, the *language* in which the story has been written and the *target audience level* from the class that has created the story.

The region field corresponds to the geographical zone where the school is located, at a region level (is not town based) and the target audience is divided in the following levels according to the Italy Educational System, as shown in table 4:

2½	4	5	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	17	18
Pre-School			**Primary School**					**Secondary School**							
(I)	(II)	(III)	I	II	II	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII
Kindergarten			Primary School					Secondary School (Level I)			Secondary School (Level II)				

Table 4: Age distribution and different levels in the Italian education system.

2.2.4 Header section

The first section of the form aims to identify the characteristics of the authors of the stories and held no interesting information for this work (identification purpose only).

This section is followed by the second section of the form that aims to identify the intrinsic characteristics of the story itself. This is the most important part of the form and it's the base of the analysis applied on this thesis.

First the form focuses on the number of pages that contains the story, the number of audios and the number of pictures involved as long as the multimedia tools used in the story authoring in which can be highlighted. Each of the values are explained in table 5

[5] The author name, due to privacy reasons has been replaced by a fictions email and the correlation between the real names, classrooms and story authors can be done on request.

Multimedia Tool	
Attribute	**Description**
Text	All stories must contain text to be considered as valid by the system, but this checkbox will be marked if there is the audio contains read text.
Images	This checkbox shall be marked in case that the story contains images of any kind. The specific image sources will be detailed in the "image type" section
Sounds	If the story contains sounds, as background music, off sound voices or sound effects among others. Also, the different uses of audio in the story will be described in other part of the questionnaire.
Video or Animations	Even though the 1001Stories site is not able to include videos, some of the stories had used the image sequence as an animation tool (for example, the story 046 - *Lettura formale di un quadro*, where the same background image is used with a sequence of overlapping elements give the sensation of an animation).
Other	If other kind of multimedia is used, like external links on the text, or other kind of references in the images.

Table 5: Multimedia tool explanation.

2.2.2 Image type section.

The next section aims to identify the image types used in the composition of the stories, since they can be gathered from various sources, like the internet, scanned drawings, newspaper, digital photos among other sources. The classification is showed in table 6:

Image Type	
Attribute	**Description**
Downloaded Pictures	Pictures, drawing, collages or painting obtained from the Internet or Emails as the main source (without real intervention of the story authors).
Original Pictures	Photos that were created by the story authors and with the added value for the story itself. (originally artwork for the purpose of telling a story).
Scanned Drawings	Drawings, paintings or collages that were created by the story authors and the scanned to be included in the story.
Graphs	Pie charts, bar graphs and other kind of graphs created or downloaded, but showing some graphical representation of numerical data to clarify the text from.
Slides	PowerPoint ® screenshots, with text, bullet and maybe some internal pictures or images. Can summarize the text or explain a workflow for a story topic.
Maps	Geographical or political maps to illustrate some topic in the story. The maps could be scanned, downloaded from the Internet of Google map (or similar).
Other	Additional image types, or complex mixtures of the images types mentioned above, like image with a background that has been clearly downloaded from the Internet but with some elements added by the school children on top.

Table 6: Image type explanation.

ID 335 -Il gabbiano Jonathan Livingston

ID 103 - Noi giovani:Il futuro della memoria

Figure 5 a) Downloaded picture examples

ID 117 – Musica a Scuola

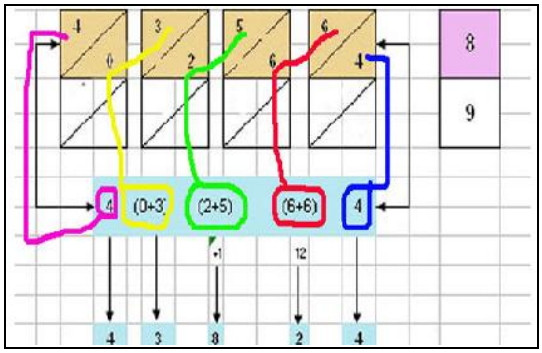
ID 117 – Musica a Scuola

Figure 5 b) Original pictures example

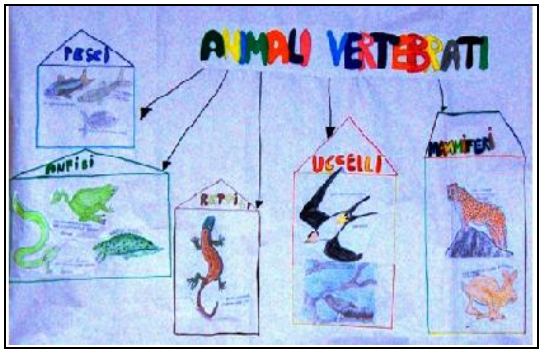
ID 173 - Il tasso Torquato e l'orso bianco

ID 173 - Il tasso Torquato e l'orso bianco

Figure 5 c) Scanned drawing examples



ID 314 - Divertiamoci... matematicando!



ID 50 - Classificazione dei vertebrati

Figure 5 d) Graph examples

ID 12 - I Regimi Totalitari Del Novecento.

ID 103 - Noi giovani:Il futuro della memoria

Figure 5 e) Slides examples

ID 36 - La conquista dei diritti della persona.

ID 207 - Garibaldi e la battaglia di San Fermo.

Figure 5 f) Maps examples

ID 173 - Il tasso Torquato e l'orso bianco

ID 23 - Le "1001" storie della Bibbia.

Figure 5 g) Other kind of image types: A collage in story 173 and a comic strip in story 23

Figure 5: Example of the different image types categories pulled out from the analyzed stories.

Figure 5 collects two examples from each image types in the story sample. These are not the only example available in the system, but they are significant enough to illustrate this category.

Also figure 5 illustrates the wide diversity of ways to tell the story and how the 1001Stories engine enhance the authoring sessions by letting use any kind of image type to frame the story into a particular context.

2.2.5 Morphological aspects section.

Besides the multimedia characteristics of the stories, it is also important to center this work attention in the morphological aspect of the stories themselves. How is the topic presented, what is the literary style used are ones of the most important characteristics that intrinsically determine each story pattern.

One of the most important morphological aspects to indentify in order to detect some patterns is the chosen *literary genre*. Table 7 presents the available literary genres:

Literary Genre	
Attribute	**Description**
Traditional Fantasy	This genre includes folk tales, tall tales, fables, and myths, like Cinderella. These are stories that have been told over and over, sometimes for hundreds or even thousands of years. One example of this is "*Le Avventure Di Pinocchio*" (ID 37).
Modern Fantasy	The events in modern fantasy are outside the realm of possibility. These stories cannot happen in real life, but even though is know that the events cannot happen, they are very believable.
Historical Fiction	The story takes the reader back to a particular time period where they learn about the everyday life of a person. The character may interact with actual historical characters, but usually, the main character is not based on a real person.
Realistic Fiction	The story usually presents a problem to be examined that could be from anybody's life. They may cover such topics as family situations, peer relationships, and cultural differences. One example of this category is "*Stili di vita per un futuro equo*" (ID 18).
Science Fiction	It explores scientific fact and can pose ethical questions about current scientific trends and predictions. One example of this category is "*Un meraviglioso viaggio nel pasato*" (ID 302) using a "time machine" to place the class in the past.
Mystery	There are different types of mystery stories, but usually a crime has been committed and the reader wants to try to figure out "*whodunit*". There is usually a great deal of suspense and intrigue abounds.
Poetry	A short piece of imaginative writing, of a personal nature and laid out in lines. . One example of this category is "*Che storie questo mondo!"* (ID 202).
Picture Book	It is a book in which the illustrations play a significant role in telling the story. Traditionally, picture books (also called "*picture story books*") are for ages 4-8.
Informational non fictional	It contains real information about a topic. Some examples of this genre are biographies, autobiographies, etc.
Other	This option will be used if the previous options are not adequate for the Genre.

Table 7: Literary genre explanation.

It is possible to check more than one literary genre for each story. For example, there exist stories which combine informational genre with poetry genre, like the story "*202 - Che storie questo mondo!*"

Another important analysis that has to be done, is the one regarding the topic, the *subject* of the stories, the main conductive plot that merges the story altogether. The main groups that the form identify are explained in the Table 8.

Story Subject	
Attribute	**Description**
Historical Event	Important fact that represents a milestone in the world or national history. It include topics as wars, revolutions and disasters among others.
Science Experience / Lab Activity	Related with lab or science activities developed in the school. This cases the whole experience is documented in the story and most of the time all of the class is involved in a project.
Local Myths	Based on fantastic imaginary narrations and beliefs about a specific town or area. An example of this will be Propp's Russian folktales.
Origin of Cities	Based on an event that relates the origin of a town, city or area. There are also included in this category stories where the children introduce their neighborhood, the school surrounding without an historical origin framework.
Games	Use the story to explain a game or a game experience performed by some of the class members.
Historical Character	Based on the life and works of some important character, generally a national story character with political or economical relevance.
Popular Character	Based on the life and works of some popular and well-know character, generally a local popular character without the relevance of an Historical character. Could be a contemporaneous character.
Other	This option will be checked in case of other topics appear in the stories.

Table 8: Story subject explanation.

In addition, in this case it is possible to check more than one topic for each story. For example, some stories combine informational historical event with origins of cities, including some historical characters like the story "*258 - Modugno, crocevia di racconti migrant*".

2.2.6 Sound section.

Regarding the sound, is important to distinguish the different roles of it in the stories. The form contains a section dedicated to *sound* and focus on the roles described on table 9.

As well the sounds, the stories may contain one or more voices relating the stories. In general, the written text is the same that the text included in the audio. The form includes a section to check if the audio voice is the teacher's voice, one voice per page, many voices per page, guests' voices or if made using other possibility.

Sound Role	
Attribute	**Description**
Background music	Music to go with the written text. This is also marked if there is a background music behind the story narrator voice. This don't include sound effects.
Complementary information	Sound is music with/or read text that offers additional information, different from the written one.
Synch with images	Sound in synchronization with the images, meaning that in the exact moment that an image is displayed, the text is talking exactly about that.
Synch with text	Sound is merely narrating what is written in the text, from the beginning to the end. There is no value added or extra information in the sound.
Other	When the sound is used in a different way. For example, story 019: "*Paolino è le allegre lettere*" uses sound effects like thunder and rain sounds to enhance the story experience.

Table 9: Sound role explanation.

2.2.7 Communication goal and narrative style section.

The form also allows analyzing if the main topic of each story came up because it was introduced or explained by the teacher, if it was introduced or explained by the children or it is a topic documented in the history. Anything different from these options it will be considered as "other".

Another feature to check in each story is if the story was originated by an existing project in the classroom or if the story has triggered a new class project.

The *communication goal* is another important feature to be focused. A communication goal is the action that the story tries to communicate to the people. Based on the existing stories, the five main communication goals are be highlighted on table 10.

Communication Goal	
Attribute	**Description**
Informative	The narrator tries to share his/her information with the audience in a impartial way about the topic that he/she is referring to.
Persuasive	The narrator tries to force his/her point of view to the audience over other equally legitimates point of view. The narrator is not impartial about the topic that he/she is referring to.
Educational	The narrator tries to teach the audience about his/her topic.
Prevention	The narrator tries to warn about possible consequences related with his/her topic.
Other	If a different communication goal appears, it will be checked as "*Other*".

Table 10: Communication goal explanation**.**

Regarding the *narrative style* or narrative mode, the proper definition can be the methods and the person whose point of view is used to relate the story, that the author of a story uses to convey and communicate the plot to the audience. The main narrative styles are covered on table 11.

Narrative Style	
Attribute	**Description**
First Person	A story narrated only one character at a time, which explicitly refers to him or herself using the first-person singular or the first-person plural, allowing the audience to see the point of view only of the narrator, and no other characters.
Third Person	A story is narrated by a character, the narrator, who is merely an unspecified entity or uninvolved person that conveys the story, referring to the characters as "*he*", "*she*", "*it*", or "*they*", but never as "*I*" or "*we*" (first-person).
Third Person (Omniscient)	It is an extension of the third person narrative style where the narrator also externalizes the characters including opinions, thoughts, and feelings.
Distorted or biased point-of-view	Where there is no clear narrative style or it is hard to identify a clear style from the ones described above. This must not be confused with a story with multiple narrative styles, which can be filled in the *Form* marking all the necessary checkboxes.
Other	narrative styles not relevant or not very common to the kind of stories that are being analyzed, like second person narrative style.

Table 11: Narrative style explanation.

2.2.8 Footer section.

Finally, the last part of the form contains a squat description of the topics displayed on the tale via a short summary and an overall rating that is given by the reviewer for whole composition of the story and usage of multimedia tools.

The overall rating is the only subjective field in the form and the reviewer according to his or her experience assigns it during the story evaluation.

2.2.9 Form validation.

Validation of the form fields will be performed in a subsequent step, where the data correlation of each of the form dimension will be analyzed to determine:

1. If there is correlated fields, meaning that those fields could be removed from the form without any problem.
2. If there are highly correlated fields, those will be excluded from the analysis to simplify the model with no worries to left out important data.

2.3. Story inspection

To correctly fill the form for a single story, as a prerequisite, the auditor needs to have a strong background in stories on which base the overall rating and at the same time, the rest of the objective fields should be filled out in a two review schema: The first time that the auditor looks at the story, the main goal is to understand the subject and the story itself. The second pass will be the one used to fill the form once the auditor has a previous knowledge of the story.

In order to check any of the attributes, the stories need to have a strong bias toward that attribute, meaning that if a story about origin of cities contains one poem, not necessary it's narrated as a poem and therefore the poetry literary genre might not always apply. This is a keep aspect that the auditor should be aware of.

2.4. Data encoding

This section will explain how the data gathered from the sample was transformed in order to make a more formal analysis to be done using Matlab as a tool. There are two main issues that need to be removed in order to full categorize each field:

1. Categorical Data: Some of the fields, like the school region, are constituted by words, with no order or other meaning (i.e.: Abruzzo, Lazio, Lombardia) and no order exist between them (except the alphabetical order of the words, with no meaning for this thesis).

2. Multivaluate Elements: If the reader takes a deeper look into some of the form fields, like image type, it will be noticeable that the answer for that field is not unique. One story might contain downloaded pictures in one section and original pictures or scanned drawings in other, and the form will reflect this situation, making the image type field a multivaluate one.

2.4.1 Categorical data encoding

In order to solve the first problem, the data from the *region* field will be replaced with the region's capital coordinates (latitude and longitude). The writers of this thesis understand that this is one of the possible encoding and other should be as equal as valid for the purpose of this work, but assigning a position over the earth surface might lead to discover intrinsic relationships between neighbor regions that, with other encoding, might go unnoticed. Table 12 summarizes the encoding.

Region	Capital	Lat	Long
Abruzzo	L'Aquila	42.35°	13.4°
Basilicata	Potenza	40.63°	15.8°
Calabria	Catanzaro	38.9°	16.6°
Campania	Naples	40.83°	14.25°
Emilia-Rom.	Bologna	44.5°	11.35°
Fiuli-Venezia Giulia	Trieste	45.63°	13.8°
Lazio	Rome	41.9°	12.5°
Lombardia	Milan	45.46°	9.19°

Region	Capital	Lat	Long
Marche	Ancona	43.61°	13.51°
Piemonte	Turin	45.06°	7.7°
Puglia	Bari	41.12°	16.86°
Serdegna	Cagliari	39.24°	9.05°
Sicilia	Palermo	38.11°	13.36°
Toscana	Florence	43.78°	11.25°
Valle D'Aosta	Aosta	45.73°	7.31°
Veneto	Venice	45.43°	12.31°

Table 12: Geoposition encoding of the Italian regions.

2.4.2 Multivaluate fields encoding

To solve the second problem, a simple Boolean vector approach has been selected and the position of the answer in the form can be either 0 or 1 depending if the answer was selected. Therefore, the example of figure 6 will be encoded as "*110010*" or 36 in decimal notation. This same approach will be followed for all the multivaluate fields of the form.

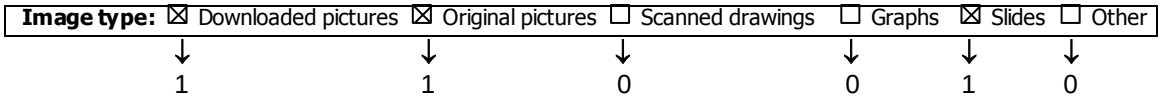


Figure 6: Multivaluate field encoding for image type dimension in the form.

It also worth to be mention that some text fields from the form, like the email or the short summary add no meaning to the vector or morphological interpretation of the stories and therefore will be omitted from the analysis.

2.5. Data normalization

Before analyzing the data, another crucial step should be performed to the now vectorized morphological characteristics of the stories: The data should be normalized.

Normalization is the process from which an attribute or dataset is scaled to fit in a specific range (i.e.: range from 0 to 1). The reason while the data should be normalized before using K-means is because if different attributes are expressed in different scales, the one with the bigger scale can be decisive for the cluster assignment using K-means.

Since Euclidean distance is used in this thesis implementation of K-means, the clusters will be strongly influenced by the magnitudes of the variables, especially by outliers and normalizing the input data removes this bias.

Two normalization techniques had been applied for this work: First the *min-max normalization*, which transforms a value from A to B which fits in the give range [C,D] according to this formula:

$$B = \frac{(A - \min value\ of\ attribute\ A)}{(\max value\ of\ attribute\ A - \min value\ of\ attribute\ A)}(D - C) + C$$

Another type of normalization that can be applied in this case is the *statistical normalization*, that aims to convert a data derived from any normal distribution into normal distribution with mean zero and variance = 1.

Since our data has been proved to fit a normal distribution in chapter 1, this is another technique to test. The formula of statistical normalization to convert the value A into a normalized value B is:

$$B = \frac{(A - \mu)}{\sigma}$$

Where μ is the mean value of the attribute A and σ is the standard deviation of the attribute A and resulting in a B attribute that has normal distribution with zero mean and unit variance, also called *standard normal distribution*: N(0,1).

CHAPTER 3: RESULTS

3.1. Sample identification

As described in chapter 2, the equations for the finite population and normally distributed samples are as follow:

$$n_0 = \frac{Z_\alpha S^2}{d^2} \quad \text{(i)} \qquad n = \frac{n_0}{1 + {}^{n_0}/_{N}} \quad \text{(ii)}$$

Using reported data of the Policultura project [Paolini et. al, 2009] there are available 381 completed stories for this analysis (see table 1) and this number of stories is consistent with the formula prerequisites stated in the previous chapter.

[Fernández S. et. al, 1996] [Bartlett et. al, 2001] accept that a standard error of 5% and a confidence of 90% is more than enough for field testing analysis and this thesis authors agree on this, too. Therefore, for the stated values the sample size is calculated as follows:

$d^2 = (5\%)^2 = (0.05)^2 = 0.0025$
$\alpha = 5\% = 0.05$
$Z_\alpha = 1.960^2 = 3.8416$ †
$S^2 = (90\%)(100\%-90\%) = 0.9 \cdot (1-0.9) = 0.09$
$N = 381$

$$n_0 = \frac{Z_\alpha S^2}{d^2} = \frac{(3.8416)(0.09)}{0.0025} = 138 \quad \text{(iii)}$$

$$n = \frac{138}{1 + {}^{138}/_{381}} = 101 = n \quad \text{(iv)}$$

So the proper sample size for the current population parameter is *n=101*. The next step is to wisely choose the 101 stories from the stories repository.

To do so, to each story from the original population a uniform probability will be assigned to be chosen as part of the sample. Since the original population size N=381 stories, each story will have the uniform probability of being part of the sample of:

$$P(\exists\ sample) = \frac{1}{381} = 0.02624 \quad \text{(v)}$$

† See the table in chapter 2

Table 13 shows a complete list of sample story number randomly generated using a simple Matlab© script specially developed for this purpose[†].

123	099	174	333	294	244	281	032	361	113	074	378	365
040	22	261	303	175	034	152	343	092	214	078	219	373
301	170	325	304	091	146	119	190	319	254	077	291	216
112	127	241	165	306	035	006	265	336	171	280	186	163
121	271	228	160	236	055	376	148	003	249	338	149	217
358	096	166	320	136	269	068	016	140	147	211	224	335
135	069	310	115	369	011	101	054	105	292	235	045	296
176	218	360	030	321	357	133	150	060	184	-	-	-

Table 13: Stories sample from original Policultura population.

The selected stories and their main characteristics can are fully detailed in the annex of this work.

3.2 Data correlation analysis

It's important to understand, once the data has been gathered, if there is any trend on a pair of the form dimensions that could lead to think that the form was build incorrectly. To identify if the form contains two dimensions that are showing similar patterns we will use correlation analysis. This analysis will have two main benefits:

1. It will validate the form as a tool to gather stories metadata without unnecessary fields that will introduce a bias in the subsequent analysis.

2. It will also prove that the gathered data is suitable to be used for clustering. If correlated variables are used in clustering, this can artificially introduce a bias in the clusters toward natural groupings of those variables.

Correlation from a statistical point of view is a reciprocal relation between two or more variables such that systematic changes in the value of one variable are accompanied by systematic changes in the other.

[†] The generated scrip it's based on a simple permutation vector of the first 381 integers and then choosing the first 101 elements of the permutation. This is the same as taking 101 random samples of a 381 position vector. The Matlab© Code used was this:

```
population = randperm(381); % Returns a random permutation of the integers 1:381.
sample = population(1:101); % Choose the first 101 permutations as the sample.
```

The sample stories in the array called "sample" and each position of the array contains a reference to the story number that has been chosen to be part of the sample of the population.

The correlation can be expressed as a real value, called correlation coefficient, which represents how closely two variables co-vary: It can vary from -1 (perfect negative correlation) through 0 (no correlation) to +1 (perfect positive correlation).

Individual variable relationships will be evaluated, but the authors of this work choose to show the "*big picture*" in figure 7, showing a color scale for the variables correlation.

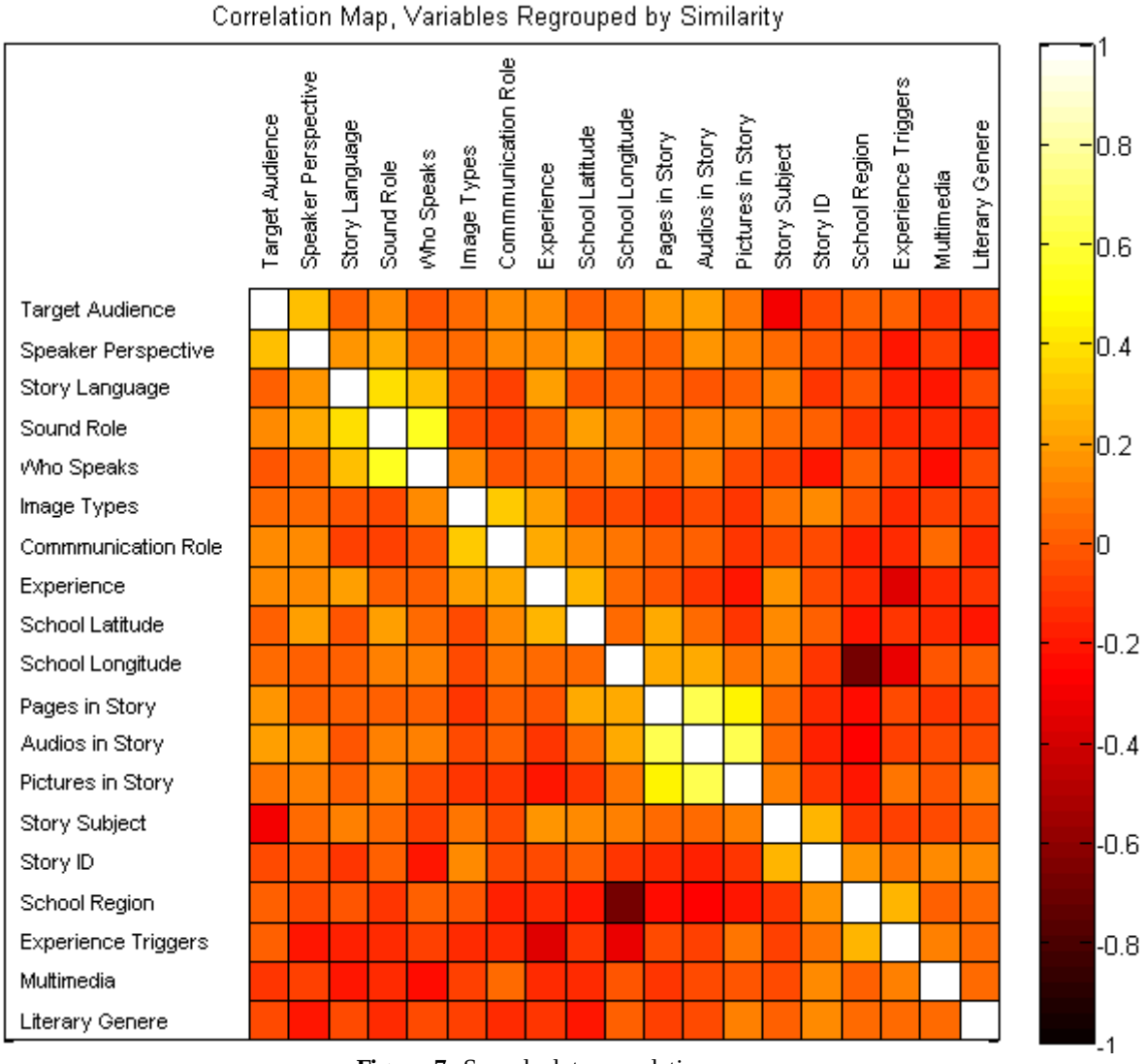


Figure 7: Sample data correlation map.

The results are between the expected tolerance, where the most correlated variables are the school region and longitude (since these are two variables had been derived from a single one, as explained in the data transformation section).

Next the audio, pages and pictures fields are positively correlated and this has been proven to be a fact in the analyzed stories: As more pictures and audios are being used in

a story, more is the number of pages that the story contains. Clearly, longer stories (more pages) require more images and more audio files for their authoring.

The rest of the variables hold an acceptable correlation level to not introduce a bias in our clusters and therefore the analysis can proceed with no modifications. So far, and with the exception of the mentioned relationships between variables, we will assign the same importance to all of the dimensions (variables) for the clusterization, this is why it's important to perform the data normalization. Figure 7 summarizes the linear correlation among variables in a "temperature" graph style.

This results are consistent with the expected values and consist a reaffirmation that the form is robust for the data set in study.

Table 14 shows the values for max and min values of each column as long with the mean and standard deviation of all the dimensions in study and that were used as base of the normalization. The first two columns where used for the min-max normalization and the second two columns were used for the statistical normalization.

	Data Normalization Parameters			
	Min Max Normalization		**Statistical Normalization**	
	Min	**Max**	**Mean**	**Variance**
Story ID	6	354	135.49	11348.51
Language	100	110	100.09	0.99
Audios	0	81	20.96	159.15
Pictures	4	381	82.67	3775.08
Pages	1	17	4.68	6.05
Longitude	7.31	16.86	12.09	10.13
Latitude	38.11	45.73	43.20	6.74
Audience	1	1000	160.86	106797.12
Multimedia	1100	11110	10399.35	6504992.63
Image Type	10001	111010	86045.28	$1.52\ 10^{+9}$
Literary Genre	10	$1.00\ 10^{+9}$	29754533.26	$2.91\ 10^{+16}$
Story Subject	10	10010000	2369906.33	$1.47\ 10^{+13}$
Sound Role	0	11000	4838.93	24891070.66
Who Speaks	0	11000	1490.09	6161901
Experience 1	0	1000	159.30	80376.51
Experience 2	0	10	2.23	17
Comm. Goal	100	11100	7202.97	20547891
Speaker Persp.	1	11000	3215.85	17415682
Rating	1	5	3.35	1.09

Table 14: Normalization values table.

Now that the form and the gathered data with it is suitable for further analysis, this work will start with a statistical analysis of the stories population and then move to the cluster analysis. Then both results will be also contrasted to see if they match or are complementary.

3.1. Statistical analysis of the data

The main idea of this section is to use statistical tools to analyze the data sample, thanking into account all the intrinsic relations between the analyzed fields and also other relations, grouping some of the data together in order to discover more structural patterns. To illustrate the grouping of some of the stories characteristics, these are some examples:

- School audience has four values: Kindergartner, primary School, secondary school (level I) and secondary school (level II). Those four values can be reshaped in only two values: *Elementary school* (grouping kindergartner and primary school) and *high school* (grouping both levels of secondary school).

- The story subject can also been grouped taking into account that the stories talk mostly about the origin of the cities, where the school is located or related with local or historical characters, a new group will be created to represent these kind of stories, called *my city* including the stories that have a multivaluate subject of origin of cities with historical character or historical event.

- Other groups can be generated regarding the images types, regarding the authoring of the images: the ones created specifically for the story (original drawings and pictures) can be grouped together into the *original artwork* category while the rest (downloaded pictures and maps among others) can be grouped as *re-used material*.

All these additional rearranging and grouping will allow to discover new trends on the data and to easily extract conclusions. In the following section the relations are presented.

The first relation to be analyzes is the *school audience* and the different *story subjects* to identify if there is a trend or a pattern there: The following diagrams highlight how narrative solutions differ between younger and older students. Figure 8 pinpoints that children at pre-school and primary school, grouped as *elementary school* use a variety of narrative genres, including those more imaginative (fiction, fantasy), while higher education students are more conservative and tend to embrace an informative, more serious style of storytelling. In addition, younger children seem to prefer speaking in first-person (figure 9), while older students tend to speak in third-person, adopting a more objective, impersonal view point.

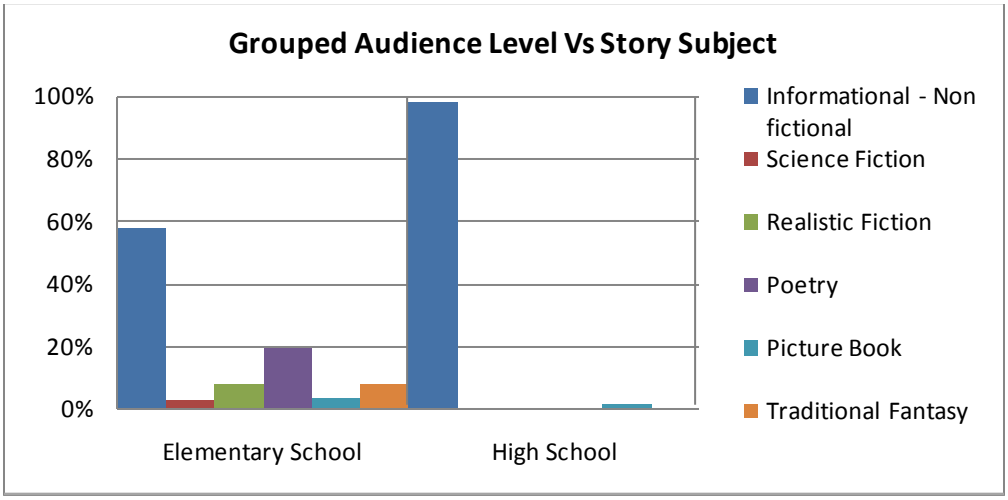


Figure 8: Comparison between audience level and story subject.

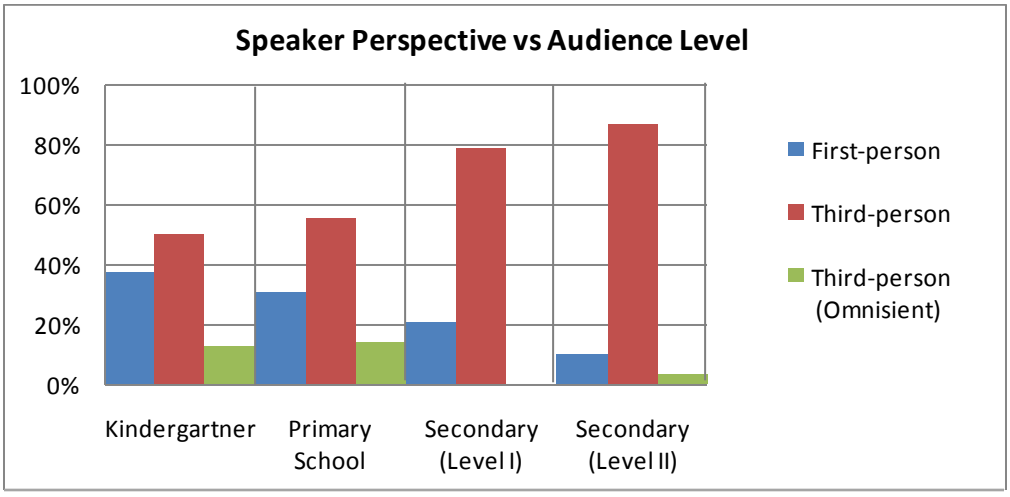


Figure 9: Speaker perspective vs. school level.

The idea is that elementary school uses a wide variety of story subject because smaller children had limited attention and focus for a research task than the high school ones and while the high school students can focus in a serious Informational research independently (without involving the whole class in a joint experience), the smaller children need to be guided and constrained involving activities to achieve these goal.

In order to fully understand the fact that the elementary school level uses a wider variety of story subjects than the higher education levels, additional dimension should be analyzed: The *literary genre* and the *tools used* to tell the story.

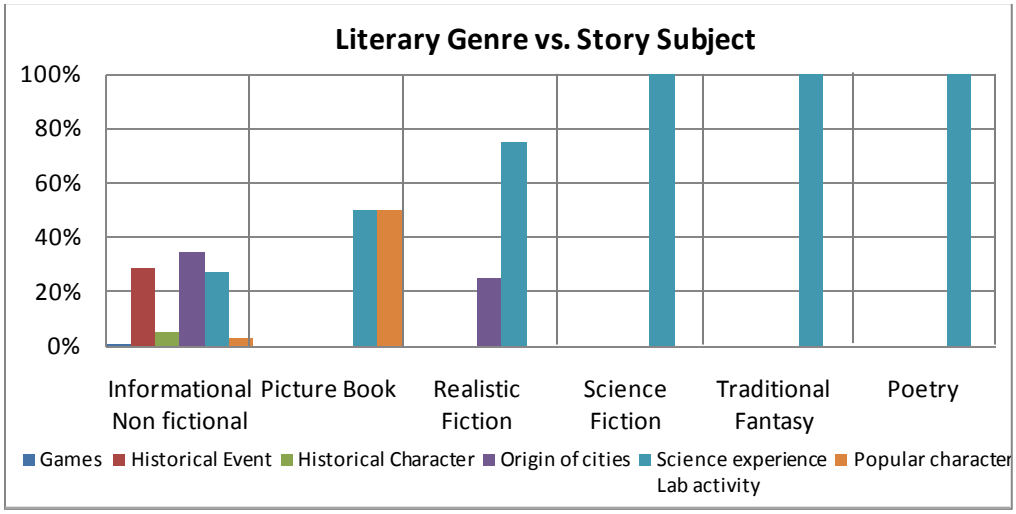


Figure 10: Comparison between the literary genre and story subject.

As stated, most of the literary genre are framed into the informational groups, while all the non common genres, like science fiction, traditional fantasy and poetry, are framed always as a science experience or a lab activity, as can be seen in figure 10, supporting previously conclusions.

This "formality" and independence on the story authoring achieved by the bigger children is not only explicit in the relations stated above, it's also evident while analizing the narration of the stories itself in figure 11: Grown up children thend to create organized stories, with minimun teacher intervention and generally one child explaint the content per page.

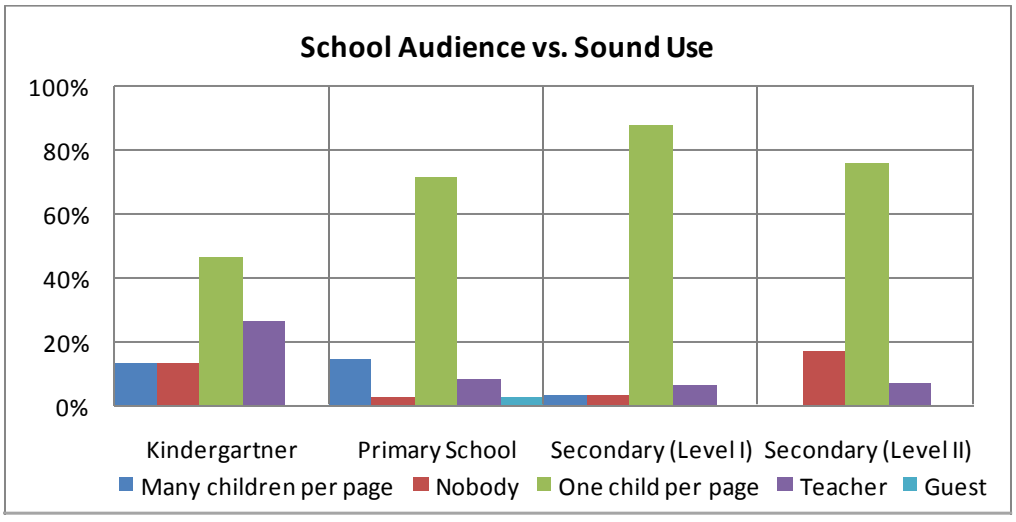
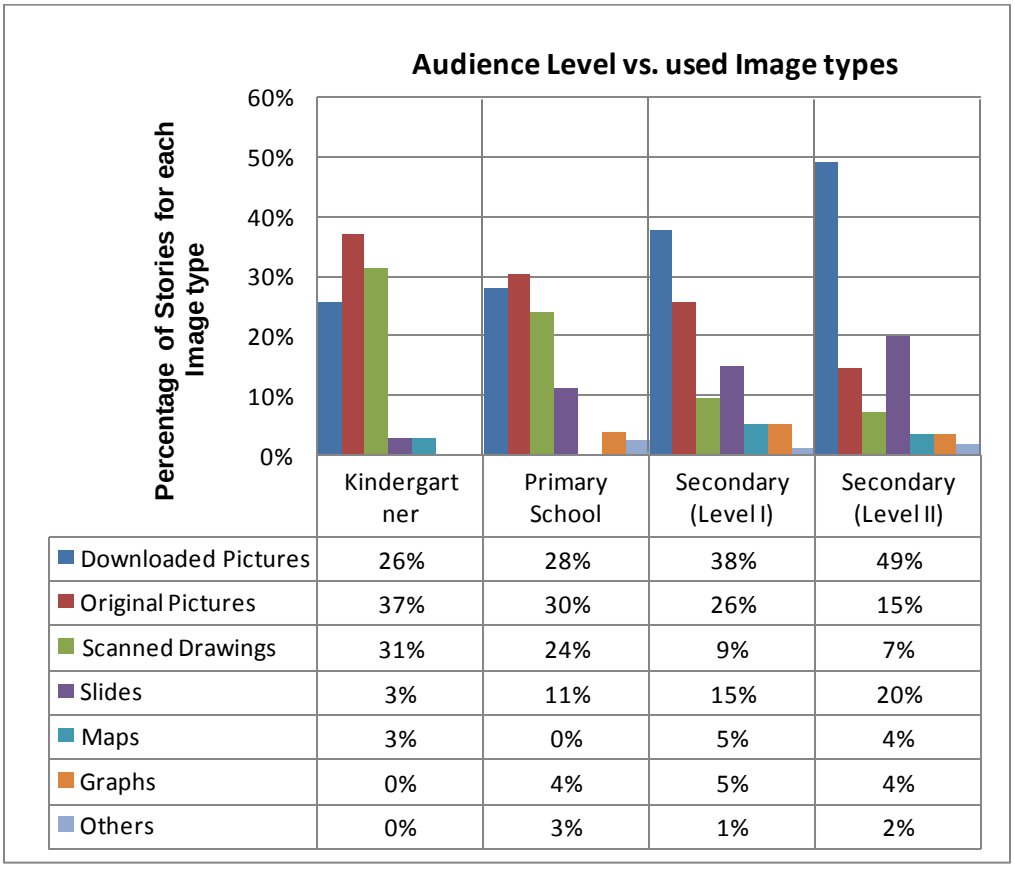


Figure 11: Comparison between the sound use vs. audience level.

This is also supported by the fact that the higher the education level, the more serious the stories and the speaker perspective tends to move to the third person and decrease in the

first person. Also, and since the literary genre is informational for these kind of stories, the third-person (omniscient) also tend to decrease.



	Kindergartner	Primary School	Secondary (Level I)	Secondary (Level II)
Downloaded Pictures	26%	28%	38%	49%
Original Pictures	37%	30%	26%	15%
Scanned Drawings	31%	24%	9%	7%
Slides	3%	11%	15%	20%
Maps	3%	0%	5%	4%
Graphs	0%	4%	5%	4%
Others	0%	3%	1%	2%

Figure 12: Comparison between the image type vs audience level.

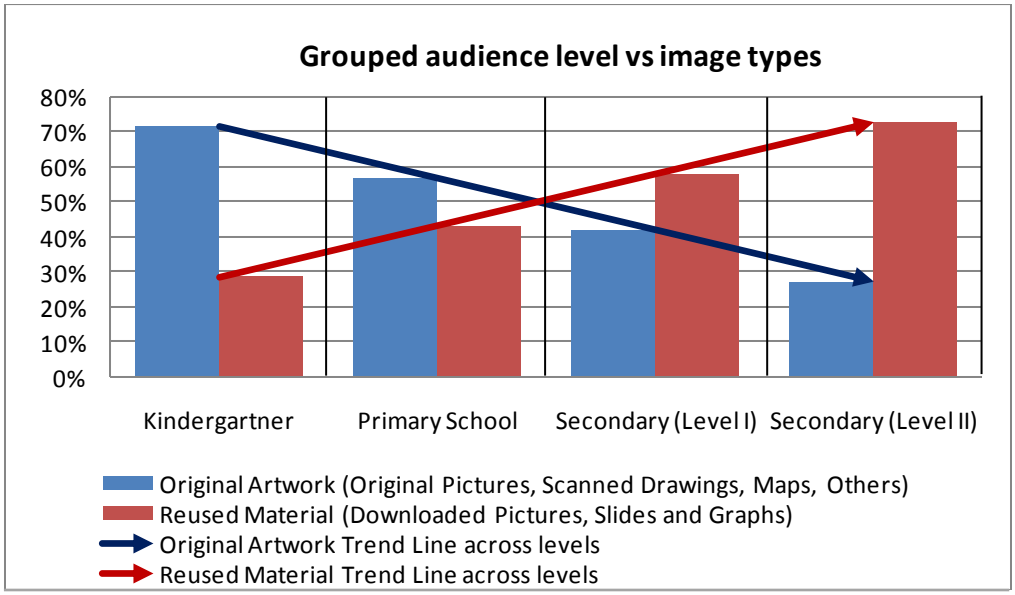


Figure 13: Comparison between images types and audience level.

Figure 12 shows that younger students use much more "original" content, i.e., scanned drawings and pictures they created specifically for the storytelling project, while older students tend to reuse more intensively downloaded material. Regardless the educational level, the number of pages and therefore the number of sound files is almost the same (figure 14) while the number of pictures drastically increase (about 50%) in higher levels of education. This is not surprising, taking into account the result of figure 13: It's easier to gather downloaded pictures than to create ex-novo images.

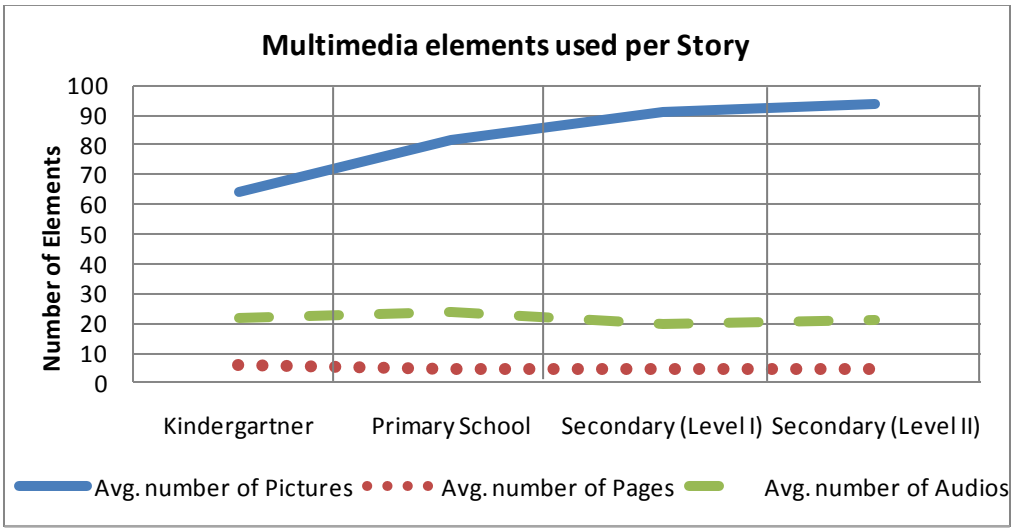


Figure 14: Comparison of multimedia elements used per story.

One thing that can be highlighted is the expected fact that the physical location of the schools don't introduce any bias in the analysis: 101 stories from 15 different Italian regions had been analyzed and no patter of the location has been detected, as expected.

Region	Cases
Lombardia	31 Stories
Puglia	19 Stories
Sicilia	8 Stories
Toscana	7 Stories
Piemonte	6 Stories
Veneto	6 Stories
Friuli-Venezia Giulia	5 Stories
Calabria	3 Stories
Campania	3 Stories
Marche	3 Stories
Serdegna	3 Stories
Abruzzo	2 Stories
Valle D'Aosta	2 Stories
Basilicata	1 Stories
Emilia-Romagna	1 Stories
Lazio	1 Stories
Grand total	**101 Stories**

Figure 15: Highlighted in orange are the analyzed regions.

3.2 Clusterization analysis of the data

The statistical analysis of the data will be complemented by other technique, the data clustering in order to search deeper for patterns in the stories. The idea is to use clustering to reinforce the statistical analysis results or to discover new relations in the data. The use of clustering algorithms can be seen as a "twist" to go deeper in the mining techniques over the stories.

The cluster algorithm will group data together by similitude instead of by dimension as it was done in the previous phase. This way we can end up with completely different relations or with the same, reinforcing the mentioned conclusions.

The sample data was processed using the Matlab ® K-means clustering algorithm implementation to generate consistent groupings. In order to make this test repeatable, the testing parameters need to be set up to this configuration:

- Distance measurement: In n-dimensional space, with *n=19* in this case. The selected distance measurement technique is Euclidean.
- Empty Cluster rule: An error is raised if an empty cluster is detected.
- Starting cluster points: The initial points are chosen from the sample data randomly to minimize the searching space.

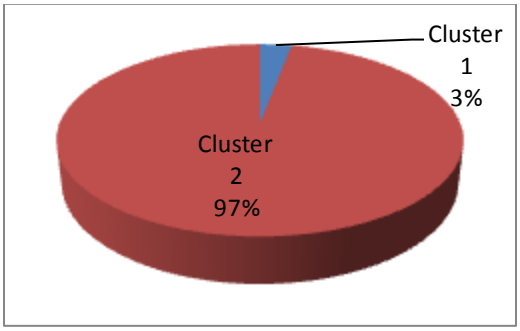
Once the algorithm has been executed, two steps are required to ensure it stability: The first step is to ensure that the cluster distribution is always the same, no matter the initial randomly selected clusters centroids. The second step is to understand if the cluster distribution is not an equally partition of the space, meaning that the stories are equally distributed over the form data space.

The results are consistent with the theory and the cluster groups are stable for all the configurations tested: The cluster division are not assigning *101/k* elements to each cluster.

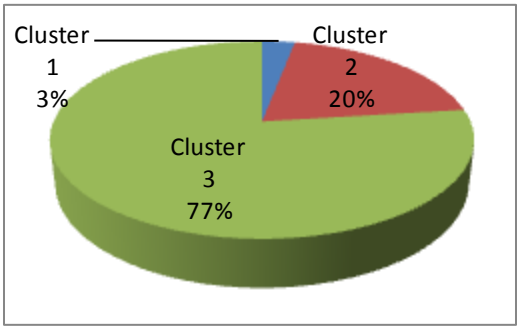
3.2.1 Clusterization using min-max normalization

Figure 16 shows the result of the clusterization, with cluster belonging percentages, after applying k-means algorithm for the sample data using min-max normalization.

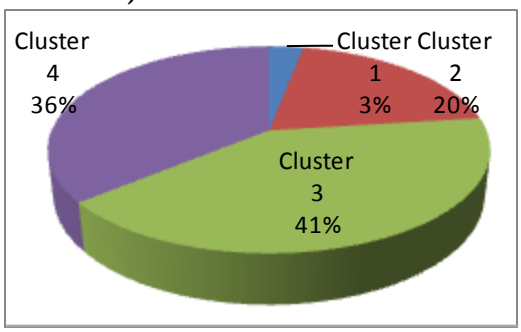
The cluster distribution in all cases is acceptable with no cardinality near the mean values. The case for *k=2* (3%-97%) worth to be specially analyzed, since a very small cluster with only 3% of the sample population can only indicate "*noise in the data*".



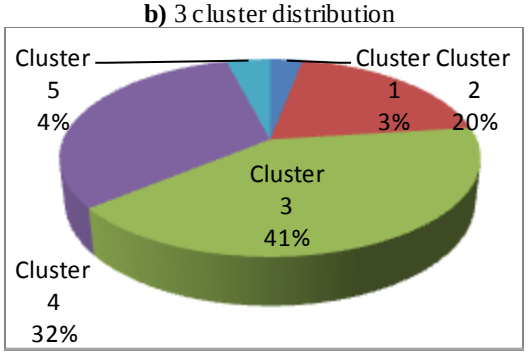
a) 2 cluster distribution



b) 3 cluster distribution



c) 4 cluster distribution



d) 5 cluster distribution

Figure 16: Cluster results from using min-max normalized data

The first clustering, where only 2 groups are generated gives an important clue about the morphological structure of the stories. Since there is a predominant cluster with the 97% percent of the stories and a minority one with the remaining 3%, the conclusion is that this small cluster represents the "irregularities": Stories that are way too different from the rest to be grouped together.

The minority group is constituted by 3 stories: "*182 - Il nostro libro di Cipi*"", "*151 - Hansel è Gretel*" and "*314 - Divertiamoci... matematicando*", all framed into the traditional fantasy literary genre, something not very common on the analyzed stories.

Moreover, these stories contains additional multimedia tools, like story 314 that uses MS Paint® draws made by the class children to go along with the story. Table 15 summarizes the non-standard multimedia tools that were used in the stories with great result.

Multimedia Tool	Number of Cases
Sound Effects	2 cases - Stories: 19 335
Collage	2 cases - Stories: 37 189
Blueprints	1 case - Story: 26
Diagrams	1 case - Story: 60
Questionnaire	1 case - Story: 12
Personal Diary	1 case - Story: 71

Table 15: Non-standard multimedia tools used in stories.

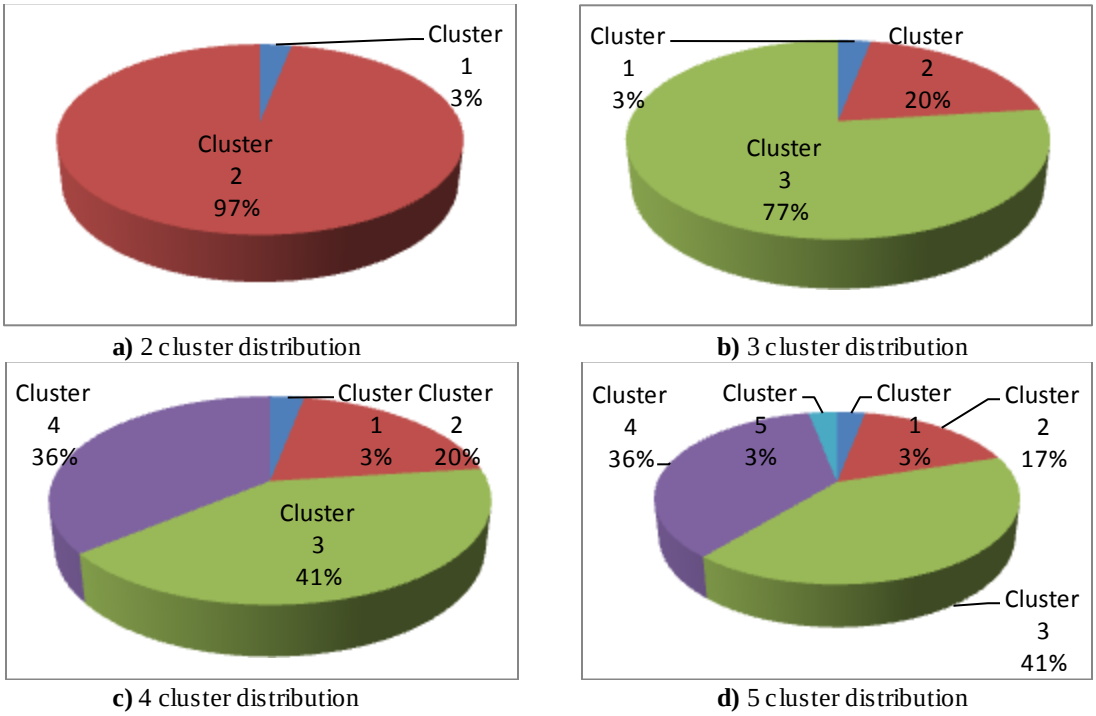
The innovation on the multimedia tools used by the children is a hint on what can be modified in the Policultura site in order to facilitate the use of these tools in the system. These modifications will be explained in the next section.

For *k=3*, the determinant attribute is the story subject, assigning to cluster 3 all stories with a subject of popular character, historical character, origin of cities and science experience / lab activity" and the *c*luster 2 are the stories with origin of cities and historical event. The rest of the stories are categorized as cluster 1. k=4 is just a iteration that divides previously obteined cluster 1 group using the literary genre as an additional discrminant. With *k=5* also use a mixture of story subject and literary genre.

For *k≥3*, all the relations reinforce the results obtained in the previous section, where statistical relevant relations between dimensions of the form. The special *k=2* added some interesting result revealing stories that use very special multimedia tools.

3.2.2 Clusterization using statistical normalization

Figure 17 shows the result of the clusterization, with cluster belonging percentages, after applying k-means algorithm for the sample data using statistical normalization.



a) 2 cluster distribution **b)** 3 cluster distribution

c) 4 cluster distribution **d)** 5 cluster distribution

Figure 17: Cluster results from using statistically normalized data

The results presented using max-min normalization are still valid for the statistically normalized data; therefore no further analysis can be performed.

3.2.3 Clusterization convergence

Another interesting topic that needs to be addressed is to ensure that the clustering techniques converge to the same groups every time; otherwise, the experience will not be repeatable. In this case, and after 20 runs with random start, the clustering algorithm generated the same cluster distribution results, for max-min and statistical normalization all the times.

3.2.4 Higher values of *K*

The same tendencies that are present for the lower values of k are also present in the higher values, with a distribution among the cluster that is not uniform, being this a positive aspect. On the other hand, the number of samples is not big enough to extrapolate sustainable conclusions from higher values of k, since for example for k=20, 10 groups are under 5 % (less than five stories each) and it's hard to extrapolate inductive results for such a small cluster. Figure 18 shows the cluster distribution for two higher values of k: $k=10$ and $k=20$.

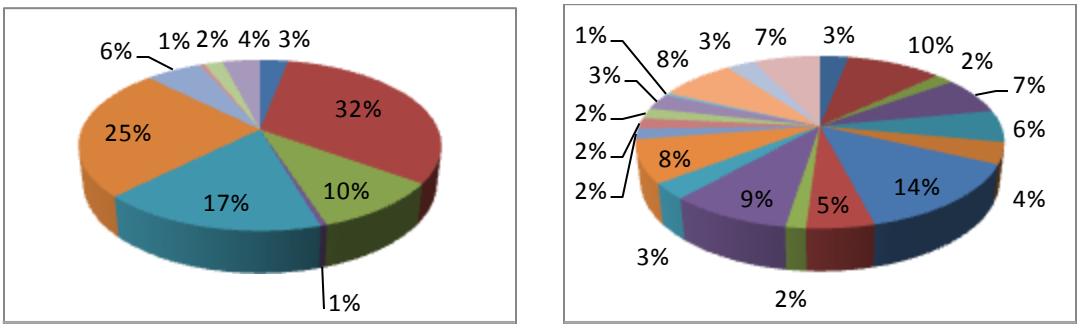


Figure 18: Cluster results for high values of *K*

Summarizing the clustering chapter we can conclude that the clusterization algorithm don't supply the semantic definitions that is required and therefore the like statistical analysis or the structural pattern analysis will provide better results.

4.2.1 Structural patterns.

Regarding the storytelling process, figure 19 shows that young children tend to document their storytelling experience as part of the story, while this attitude decreases as the age increases. In addition, the role of teachers is significantly different in the different school contexts: they acted as companions or guide in mosto of the cases of pre and primary schools, but only not for high school, where they mainly revised and evaluated students' contents.

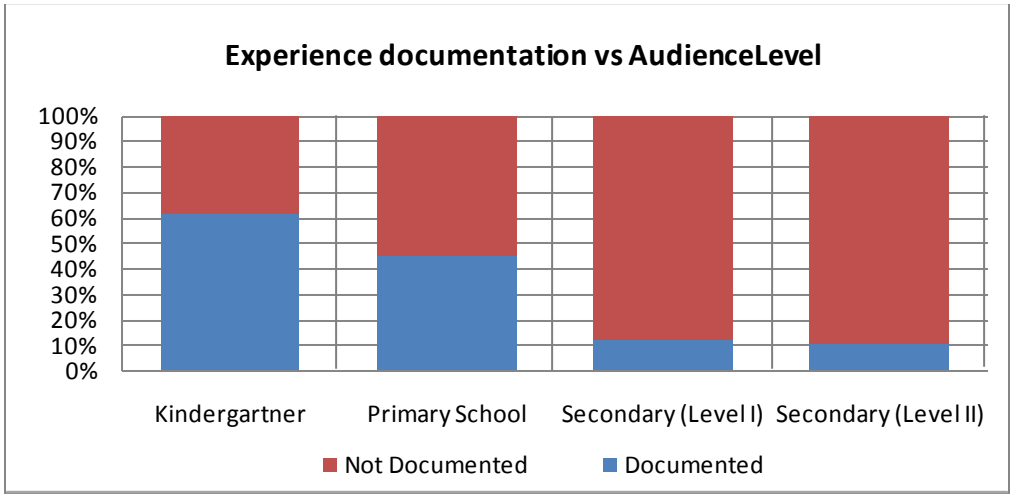


Figure 19: Process description and reflection as part of the story

Finally, in lower level education storytelling was truly a whole class collective activity. In the mayority of projects children (although organized in small groups) cooperated transversally on all aspects of story creation. In contrast, high-schools team-work were organized so that each sub-group has a specific assignment and worked largely independently.

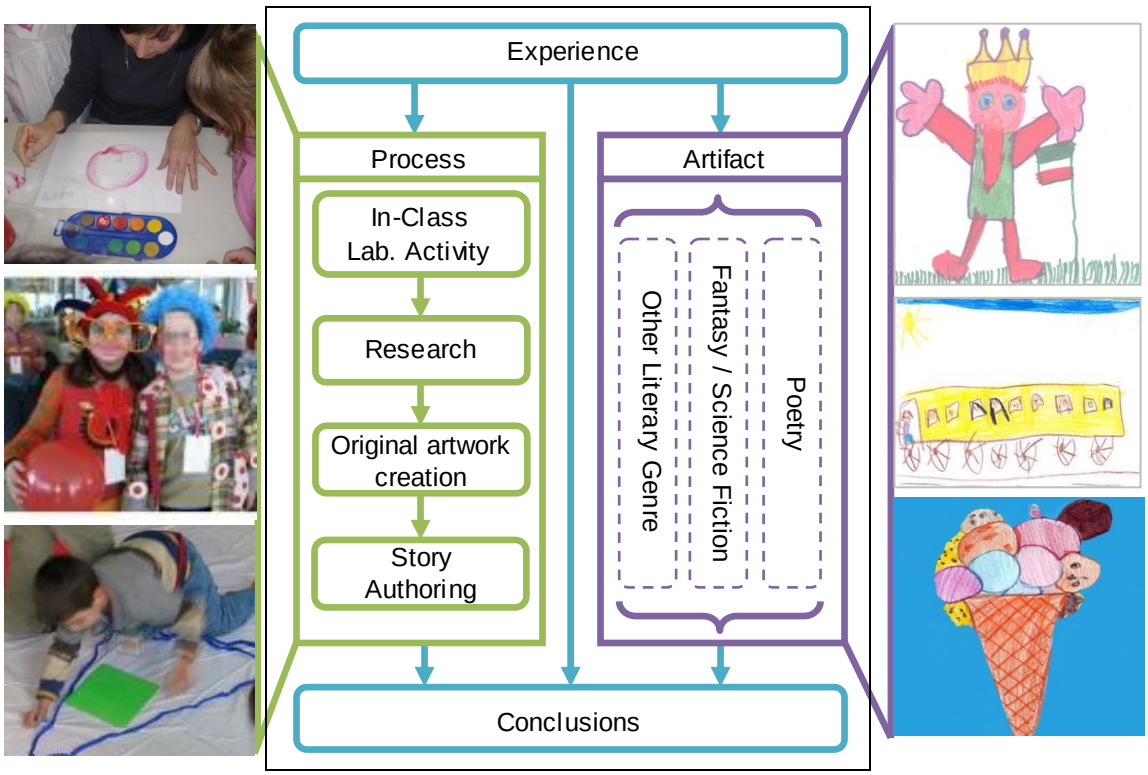


Figure 19: Elementary school story patterns

For the lower school levels, the experience of story authoring is as important as the story itself and the whole experience is included in the story telling; In-class activities, the

research process and the original artwork creation are included in the story as additional chapters, while the story content itself is present using a wider variety of literary genres (dotted lines in the story content).

Figure 20 also illustrates this duality with two image strips: On the left is the evidence of the lab activities that triggers the story and on the right there are some of the original artwork pieces used to tell the story itself. Therefore elementary school discovered patterns can be seen as: the story subject itself as a cognitive process, while the experience that triggers the story is a meta-cognitive process.

For lower school levels, the process is strongly anchored to class or laboratory activities, and proceeds with the research of material and the creation of original content (texts, images, drawings). Technology mediated authoring is the last step. In addition, as mentioned above, the experience of story creation is as important as the artefact itself and the description of the experience is included in the story, typically as conclusion of the narrative.

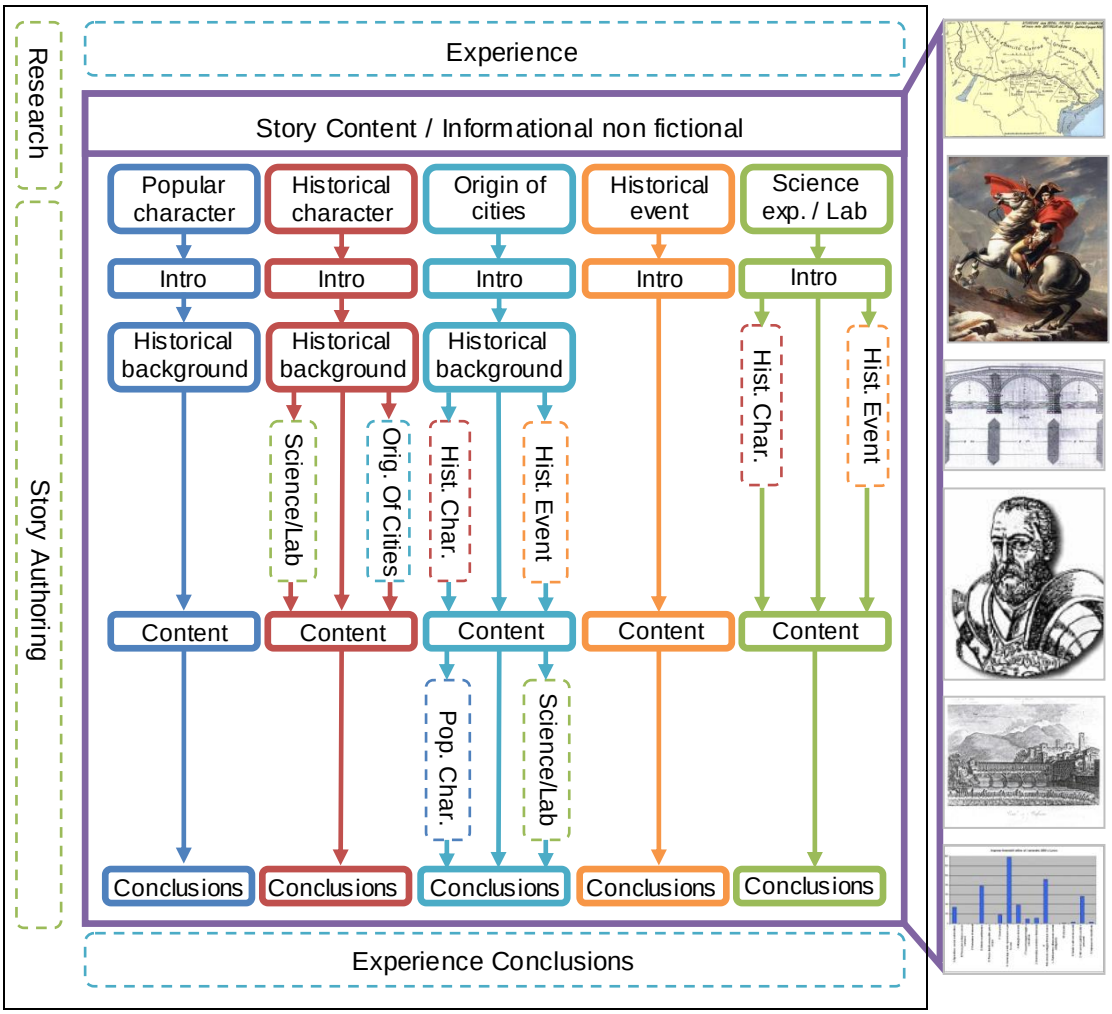


Figure 20: High school story patterns

For high school product, we could not detect any pattern of the process (we could only discover that students did a preliminary research before working with the authoring tool). Still recurrent structures in stories were identified, as shown in figure 21.
Filled lines shapes represent the main structural elements common to 80% of the narratives. Each color indicates the flow of subject types that occur in a story, and dashed shapes inside the main plot represent their possible variations, with one kind of topic leading to some others as a parallel story plot. For example, we noticed a frequent combination of historical content (e.g., about an historical character or event) with content related to science or to lab activities: In a story about Newton, the introduction and the historical background is followed by a discussion of experiments on mass and gravity done by the class; in a story on atomic energy, this subject is integrated with the discussion of the Hiroshima bomb and the presentation of Enrico Fermi.

Figure 21 summarize this idea, dashed shapes represent steps performed by the story authors, that where not captured within the story itself while the filled lines shape represent the elements capture in the stories. Additionally each color indicate a structural pattern that can be followed by each story, and their deviations as a recursive pattern where one topic can lead to some other as a paralell story plot (represented with the dashed shapes inside the main story content.

Therefore, high school stories can be contrasted with the elementary school ones regarding the lack of documentation about the meta-cognitive process that triggered the story: The research and story authoring is obviously present in order to create the story, but the process itself is not documented in the final version of the story. Additionally, original artwork has been replaced, in most cases by higher-end downloaded material to generate more “professional” results.

CHAPTER 4: DISCUSSION

4.1 Introduction

At this point, the data has been analyzed and it's time to discuss the results and pull out conclusions. This chapter will highlight the most important results and will generate some guidelines for future work that can be derived from these results.

4.2 Conclusions

Our results highlight that the degree of creativity and self-engagement, as well as the variety of story subjects, narrative styles and genres, are significantly higher in the lower levels of education than in high schools.

Beside the obvious different socio-cognitive development of the considered target groups, and the fact that young children are usually fresher and open-minded than teen-agers, these findings may reflect the different pedagogical approaches of the different school levels. At pre and primary school in Italy, constructivism and active learning are much more widely adopted than at high school, and the teacher's role switches from a 'sage on the stage' to a 'companion and guide on the side'.

Students are placed at the centre of the learning activities, as protagonists and co-builders of their own process of gaining knowledge and skills. In addition, collaborative work and whole class activities are a common practice in pre and primary school. This may have facilitated children's attitude towards perceiving the cooperative experience of story authoring as important as the story itself, stimulating students to include the presentation of the process followed as part of the story.

This is a form of metacognitive activity, which brought the unconscious elements of their experience to conscious awareness, and autonomously decided to invest time and energy in making such understanding explicit and to share it with the future readers of their stories.

In conclusion, this work shows that a systemic feature extraction analysis can be applied to classify youngsters' hyperstories and to discover underlying non-trivial regularities and patterns.

Now, as a summary of the chapter 3, the following conclusions can be derived. Starting with the most relevant one, we conclude that morphological analysis is possible on

Policultura children stories, as can be seen in figures 20 and 21. The complex patterns discovered exhibit different structures depending mostly on the school audience level.

Elementary school stories (grouping kindergartner and primary school) patterns include information about the story itself and, at the same time, the metainformation that is the activity that triggered the story as a integral part of the narration. Additionally they show the richest variety of literary genres to enhance the narration.

On the contrary, high school (grouping secondary level I and II) present richer patterns of a recursive nature, where the story plot can ramificate in different branches or sub-stories, each one presenting their own distinctive structure. For these cases the metainformation about the experience was not captured on the story itself but was definitely executed to fulfill the authoring process requisites.

Another distinctive feature regarding the school audience level is the use of the artwork within the stories. While in the lower educational levels there is an extended use of original artwork in form of children drawings, collages and pictures taken during the experience to enhance the story authoring results, the higher levels trade-off these features and replace them with reused artwork, in form of downloaded pictures, graphs and maps in order to create a more consistent and high-end presentation of the story.

Clustering techniques have been proven to be useful to identify "unusual stories" as data noise for lower number of clusters, while increasing the number of clusters don't show any interesting results since increasing the numbers of clusters just disperse the data making the analysis more difficult instead of providing useful information.

4.3 Future lines of work

The research presented in this thesis and its conclusions lead the way to several new lines of research rising from it, which should be pursued. The idea is to illustrate in this section the two main future lines of works that can carried out using as a source this work results.

4.3.1 Data visualization: Faceted navigation

Data presentation is a key issue for increasing the user engagement and understanding, it should be beautiful, elegant and descriptive. There is a variety of conventional ways to visualize data; however, sometimes they are not the best way to convey a message effectively, so the advanced data visualization techniques are centered in alternatives way of present the data.

One example on the use of correct data visualization tools can be how subway maps are displayed: In the late 90's most of the world subway maps where topological distribution of the multiple lines (this means the actual distribution beneath the surface), but this make the graphs complex when the number of lines grows. The new data visualization approach is to have a schematic display of the subway lines, in witch it's more simple to understand connections and paths. Figure 22 shows a comparison of the Madrid metro lines in the topological and schematically display and it's clear how the latest is more simple to understand and yet, the information is the same in both graphs.

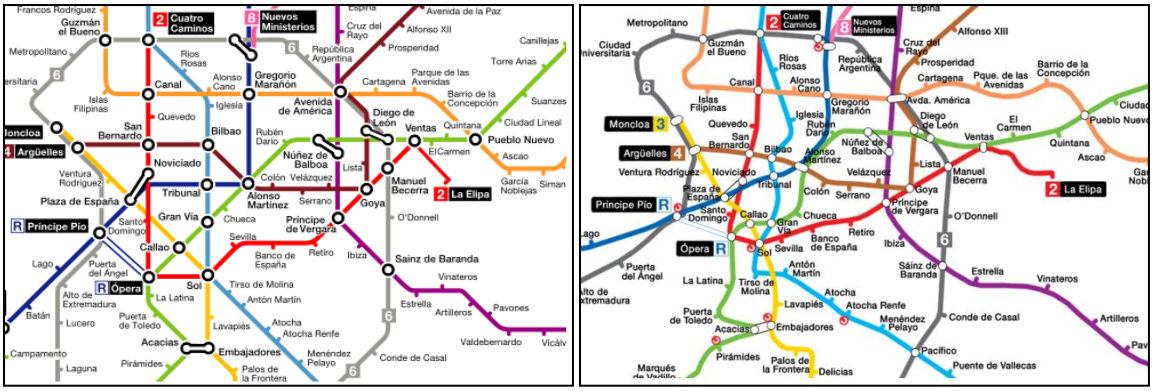


Figure 21: Schematic and topological comparison of Madrid downtown Subway lines.

Since the final goal is simplification to achieve understanding, the techniques that can be applied depend on the domain in study and it's not an exact science: It is art, science and technology applied to present data/information in a manner that can be understandable for the targeted audience.

Since for this work the number of involved dimensions analyzed for each story is very high, a proper way to visualize this information is required and the normal tools are not enough in this particular case, pie charts, histograms, and bar graphs are only good to illustrate just a few dimensions and radar graphs can compare multiple dimensions but they fail to translate the data "meaning" in a simple way. The form created in chapter 2 has more than 19 dimensions and each one of them can be seen as meta-information about the stories.

Data visualization goal is for turning complex data into information by using the high capacity of the human brain to visually recognize patterns and trends. There are many specialized techniques designed to make particular kinds of visualization easy, focusing in this case on faceted navigation for the Form metadata as a tool to navigate between stories.

Therefore faceted navigation allows the assignment of multiple classifications to a story, based on the form data, enabling the stories to be ordered and compared in multiple ways, rather than in a single, pre-determined, taxonomic order.

This will propose a way to do the *faceted navigation* on Policultura stories aiming for two user groups: One is the authors, that will be able to exploit the faceted navigation to find similar storied and therefore improve their authoring results and the other is the analysis of the stories from a structural point of view.

All the stories belonging to Policultura conquests are showed in a bubble graph in such a way that every single story is represented with a single bubble. This bubble has a specific appearance depending on the features of the story itself and these features will be explained below.

The size of the bubble is conditioned by the ranking value: The ranking of a story is obtained taking into consideration the utilization of multimedia elements and the assemblage of all the pieces included in the story. In this way, the richer the multimedia tools utilization, the higher the ranking value and the bigger the size of the bubble.

Each bubble is identified using the name of the story and the color of the bubble depends on the audience level: Kindergartner, primary school, secondary level I and level II for a simple identification. An example of this navigation is presented in figure 23.

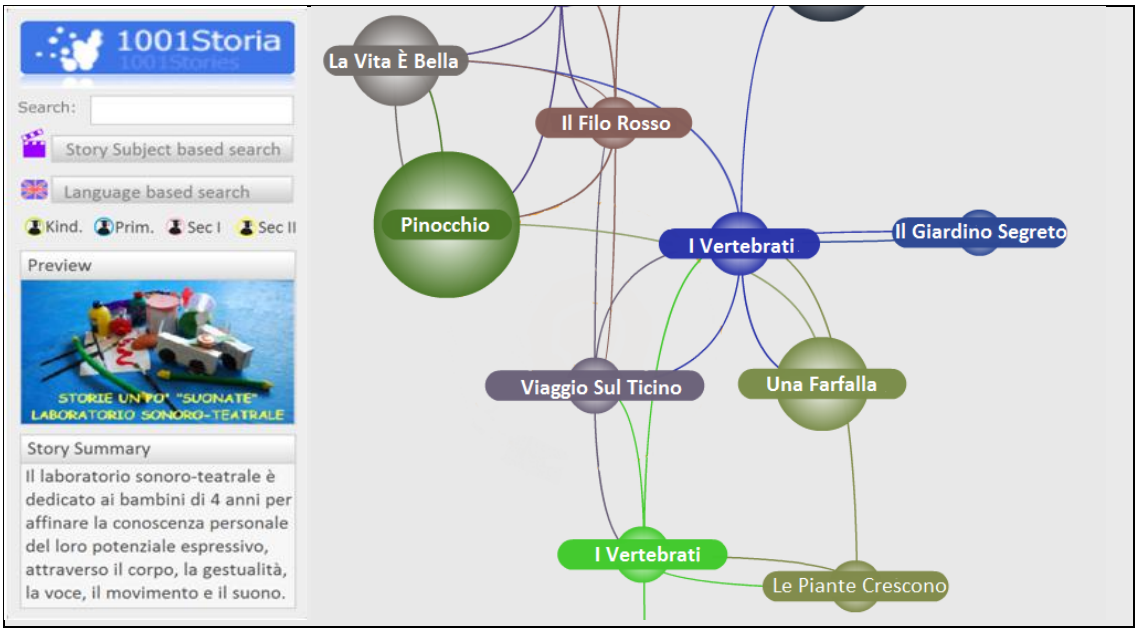


Figure 22: Proposed data visualization - Animated bubble graph relating the stories.

Stories that have been selected as finalists in Policultura contests are marked with a medal and those stories that have won are marked with a trophy.

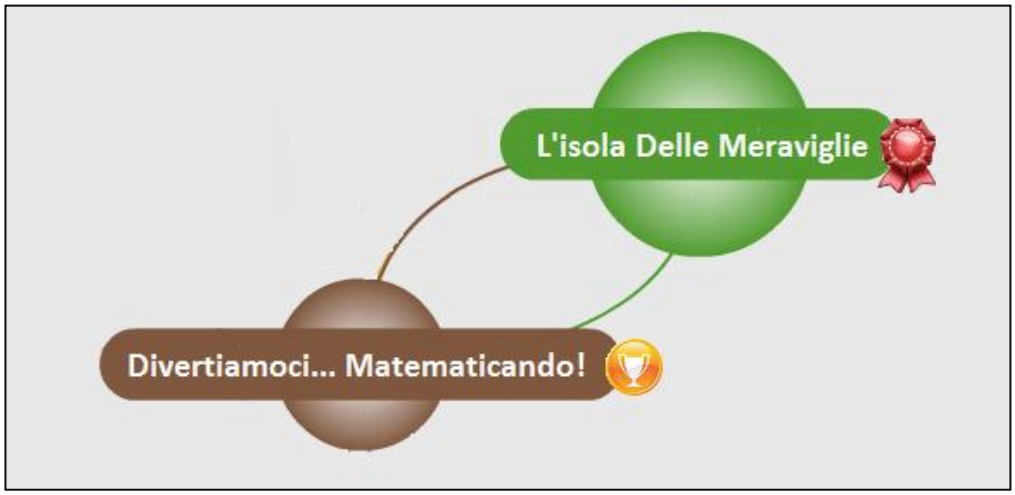
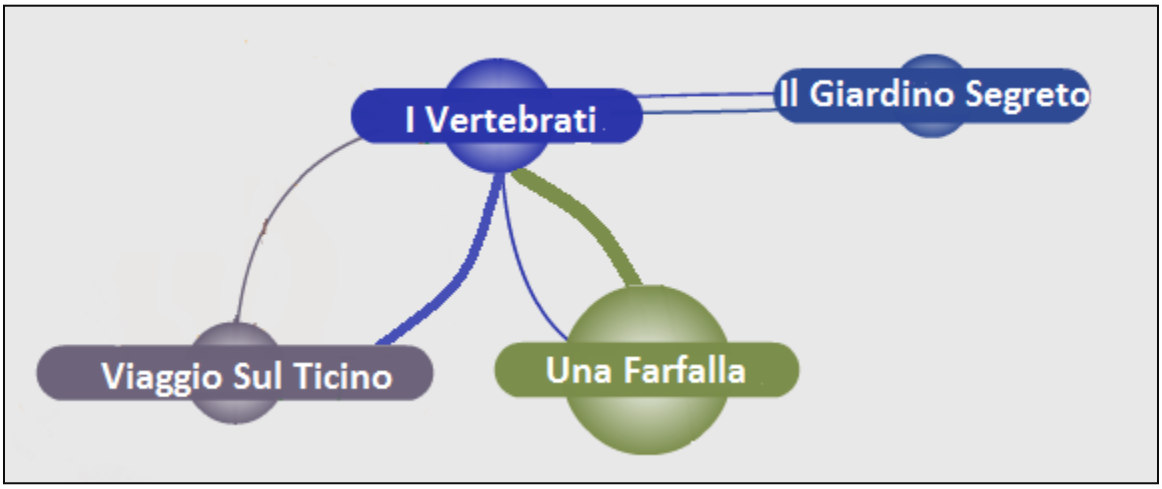


Figure 23: Stories modification (color for audience level, and other icons for ranking purposes and size for rating)

The connections lines represent the shared features among stories. They include literary genre, story subject, speaker perspective, who speaks, experience, communication goal, multimedia tools used, audience level and image types. The connection lines vary in thickness depending in the amount of existing shared features:



A few features shared between– Thin connection line like between"Il Giardino Segreto and I Vertebrati".

Several features shared – Thick connection line like between "Una Farfalla" and "I Vertebrati"

Figure 24: Strong and week connections between stories.

At the left of the bubble data visualization, there's an informative panel. One of the bubble-story can be selected doing just click on it and the panel shows, for example, the language used to write the story, a brief description of itself as a preview, the audience level, among others.

Doing click over the preview showed in the left panel, the user is redirected to Policultura site where the complete story is loaded.

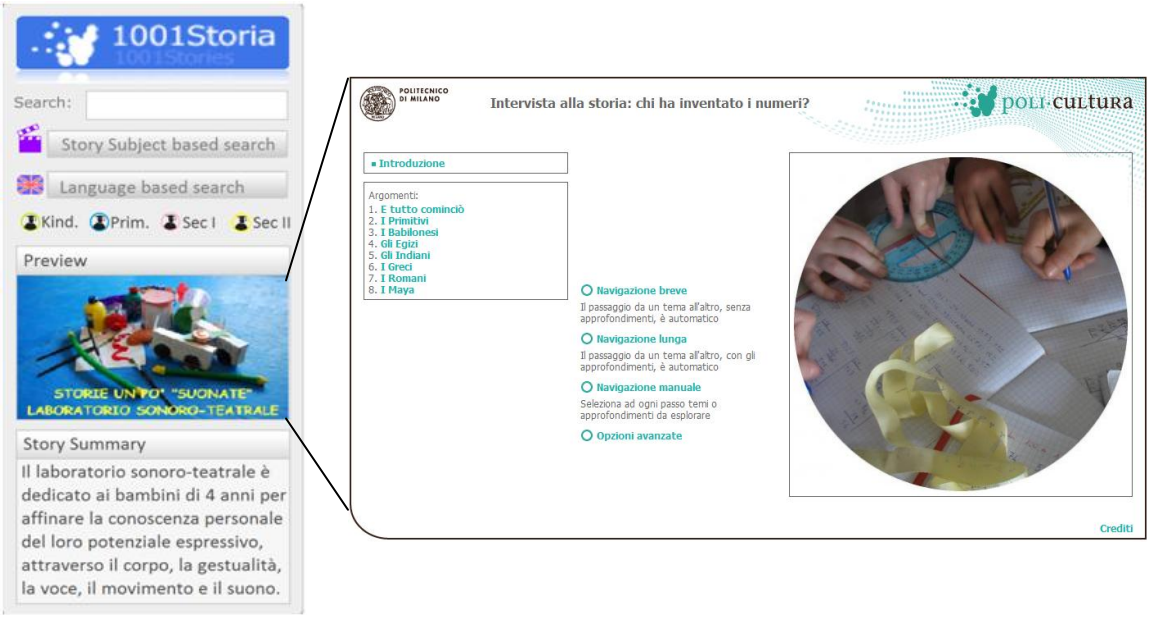


Figure 25: How the faceted search engine interacts with 1001Stories.

By default, in the bubble data visualization appears all the stories with their all connections, but a group of filters can be used to re-shape the visualization under the selected criteria. For example, to show the group of stories belonging only to kindergartner audience level is used the audience level filter.

In order to decrease the amount of connection lines in the graph, there is a filter which allow to select one or more criteria to re- shape the connections. For example, if the user wants to analyze only the connections related with literary genre and story subject, this two criteria are selected from the list and using this information, the connection lines are redrawn.

4.3.2 Policultura enhancements derived from the results

The enhancement will focus in the school level and the correspondent used media type. Since there is no way in the application to detect *a priori* if the images that are being uploaded to a story have been downloaded or custom made, we propose to create a virtual assistant or virtual companion to drive the children during the story authoring process.

The idea to have an assistant is not new and several other applications have applied similar concepts in the past; nevertheless this virtual companion will not limit the story creativity, it will just drive and give the children some recommendations that can be followed or not by the stories authors.

Once the story is being created, all the information that the system and therefore the assistant needs is present, mostly the level (related with the user or "*propietario*") and the language to guide the user. Figure 27 shows the current data in the Policultura site and how is sufficient to create the assistant.

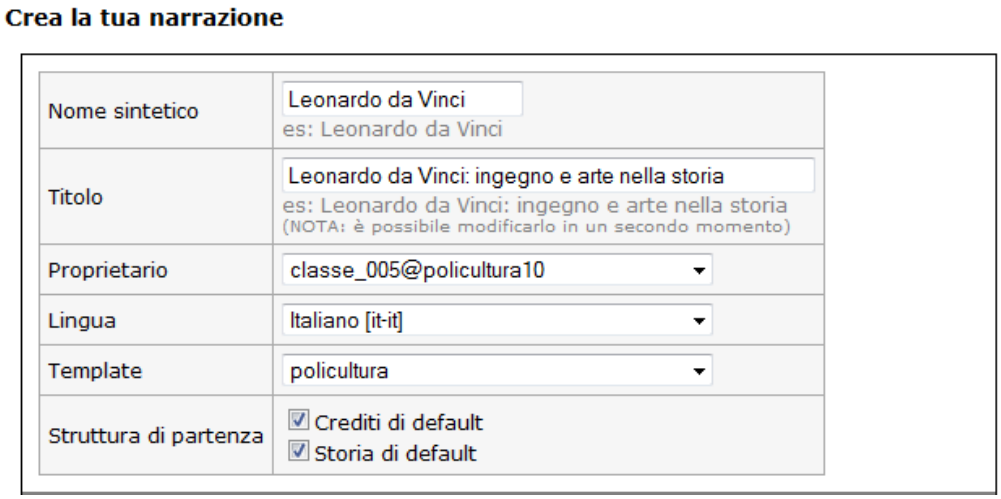


Figure 26: Current Policultura fields to create a new project.

Now the derived rules had to be implemented as recommendations from the assistant to guide the users. In the figures 28, 28 and 30 a Shakespearean cartoonish assistant was introduced and give tips and suggestions to the children during the story authoring session.

Figure 27: Companion recommending useful tips before uploading an audio file.

For example, when a new audio file is being uploaded to the story, different recommendations can be shown to the authors. The companion could recommend to use background music or to use special effects that can be downloaded from certain free web

library. Can also recommend that more than one speaker talks at the same time or if they had tried to sing, depending on the school level and the previous sound files.

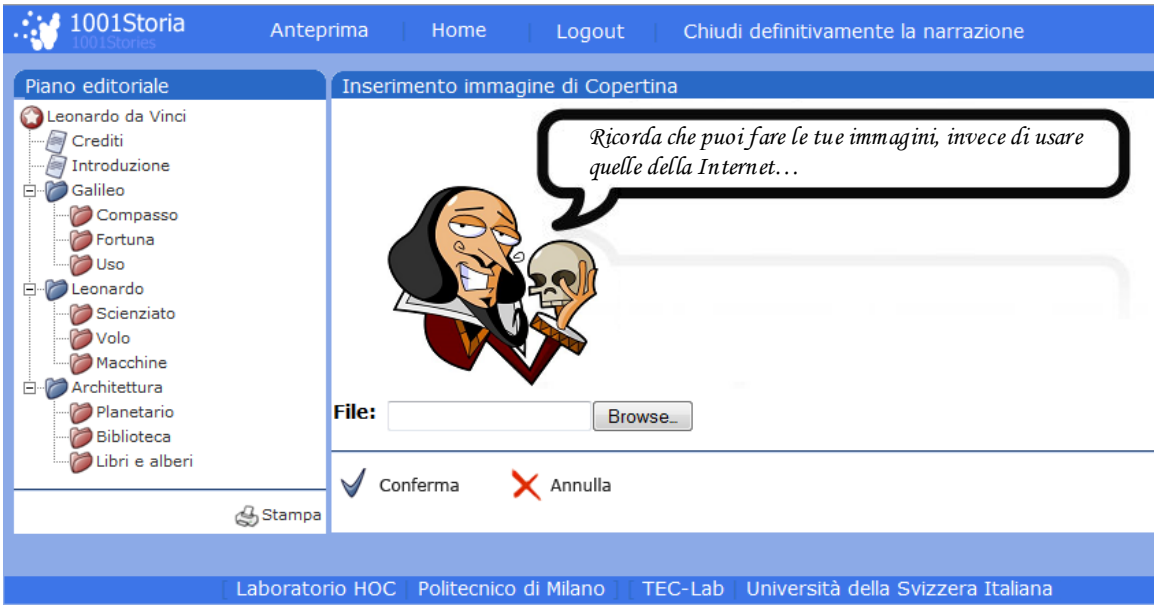


Figure 28: Companion recommending useful tips before uploading an image.

In the case of the images, different tips can be shown depending on the complexity of the system: if downloaded pictures can be automatically detected, then the rules can be applied directly, otherwise the tips will be adjusted only by the school level. Both options present a benefit for the system.

Figure 29: Companion recommending useful tips before creating a new argument.

Regarding new argument, the system can advise the story authors to include a section to document their own experience in the classroom, something that is missing for most of

the secondary level stories. This way not only the story itself is documented in the Policultura site, but also, the class experience, explaining everyone involvement in the project.

Additionally this is only a recommendation that the story author can choose to include in his or her project; therefore the virtual companion is not limiting the children creativity or ability to create stories, it's only helping them in the authoring process.

Another thing that can be attractive is to let each group to choose their own companion from a series of available choices targeted specially to each group. Some examples have been elaborated in figure 31.

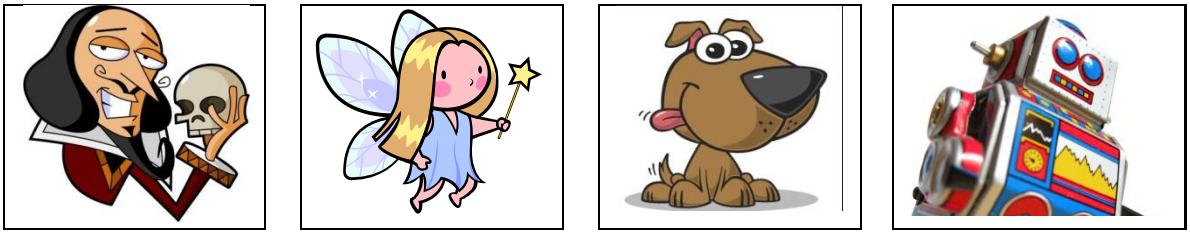


Figure 30: Several virtual companion options.

ANNEX A: ANALIZED STORIES

A.1 Policultura story database

The following table shows the 101 stories selected randomly to be used as sample of the whole Policultura site. The main information present is the story title (or a summary of the title), the creation date, the story language and then some information about the multimedia content: how many mp3's are present in the story (with their duration in minutes and size in megabytes) and the number of images available and their size.

Title	Date	Lang.	Mp3's	Duration	Audio size	JPG's	Image size
Modugno, Crocevia Di Racconti Migranti	4/2/2009	Italian	15	17.84 min.	16.34 Mb.	139	12.19 Mb.
Storia Della Moda	4/3/2009	Italian	19	18.92 min.	19.15 Mb.	83	6.36 Mb.
La Carta Non Si Scarta	3/16/2009	Italian	36	44.67 min.	40.9 Mb.	261	210.57 Mb.
La Centrale Idroelettrica Di Battaglia Terme	4/3/2009	Italian	7	15.35 min.	1.76 Mb.	13	0.19 Mb.
L'ex Stabilimento Inps Di Battaglia Terme	4/3/2009	Italian	4	3.42 min.	0.39 Mb.	12	13.24 Mb.
Con La Gabbianella Conosciamo I Nostri Diritti	3/27/2009	Italian	19	10.95 min.	9.69 Mb.	64	15.17 Mb.
San Fermo Della Battaglia: Ma Che Battaglia Fu?	3/24/2009	Italian	18	16.29 min.	14.91 Mb.	87	63.07 Mb.
Viaggio Intorno Alle Origini Dell'uomo	4/2/2009	Italian	38	32.79 min.	30.04 Mb.	184	13.63 Mb.
Palese...Il Nostro Cuore	3/16/2009	Italian	26	14.18 min.	8.17 Mb.	32	11.89 Mb.
I Regimi Totalitari Del Novecento.	4/2/2009	Italian	28	27.68 min.	26.73 Mb.	61	3.37 Mb.
Il Regno D'italia Da Vittorio Emanuele	3/27/2009	Italian	23	21.06 min.	21.73 Mb.	52	2.11 Mb.
La Puglia E La Storia Del Suo Acquedotto	3/23/2009	Italian	14	12.73 min.	10.18 Mb.	38	11.32 Mb.
Lungo La Via Dei Matitani:Alla Ricerca Del Sacro	4/3/2009	Italian	10	17.19 min.	15.74 Mb.	25	5.11 Mb.
A Spasso Nel Futuro Tra Gli Spazi Siderali	4/3/2009	Italian	15	13.13 min.	12.02 Mb.	94	40.06 Mb.
Un Meraviglioso Viaggio Nel Passato	4/3/2009	Italian	18	14.79 min.	13.54 Mb.	86	39.43 Mb.
Ottenimento Dei Carboni Vegetali	3/14/2009	Italian	11	7.57 min.	7.57 Mb.	32	5.14 Mb.
Federico Barbarossa E La Fondazione Di Lodi	3/31/2009	Italian	30	6.99 min.	4.06 Mb.	36	6.19 Mb.
Noi Giovani:Il Futuro Della Memoria	4/3/2009	Italian	6	17.53 min.	5.67 Mb.	55	6.49 Mb.
Paolino E Le Allegre Lettere	3/31/2009	Italian	20	20.59 min.	17.99 Mb.	93	48.89 Mb.
Lodi: Casa Dolce Casa	3/15/2009	Italian	11	15.08 min.	13.81 Mb.	48	10.96 Mb.
La Società Generale Di Mutuo Soccorso A Lodi.	4/3/2009	Italian	35	41.35 min.	37.86 Mb.	162	55.24 Mb.
Il Tasso Torquato E L'orso Bianco	4/1/2009	Italian	20	7.3 min.	5.02 Mb.	42	5.1 Mb.
Stili Di Vita Per Un Futuro Equo	4/1/2009	Italian	16	13.19 min.	12.07 Mb.	81	5.38 Mb.
Dai Writers Preistorici Alla Street Art	4/2/2009	Italian	8	2.67 min.	1.53 Mb.	40	0.71 Mb.
Il Filo Rosso	4/2/2009	Italian	29	5.04 min.	4.62 Mb.	29	44.83 Mb.
Bollate E Le Sue Origini	4/3/2009	Italian	57	32.32 min.	28.74 Mb.	206	77.66 Mb.
Essere Uomini Tra Amore, Odio E Sogno	4/5/2009	Italian	0	7.3 min.	0 Mb.	46	3.89 Mb.
Charles Darwin	4/3/2009	Italian	29	9.53 min.	4.37 Mb.	38	4.43 Mb.
Raccontando E Raccontandoci	3/14/2009	Italian	38	25.96 min.	26.06 Mb.	142	42.36 Mb.
Turbigo: Il Nostro Paese	4/1/2009	Italian	9	3.37 min.	3.37 Mb.	33	1.5 Mb.
Le Unità Di Misura E Gli Strumenti In Friuli	3/27/2009	Italian	19	14.56 min.	23.23 Mb.	23	14.22 Mb.
L'isola Delle Meraviglie	4/2/2009	Italian	26	29.89 min.	27.86 Mb.	120	18.33 Mb.
Homo Homini Lupus	4/2/2009	Italian	15	32.19 min.	21.2 Mb.	42	2.58 Mb.
Quattro Passi Per Cigliano	3/16/2009	Italian	18	12.33 min.	12.96 Mb.	161	28.72 Mb.
Il Gabbiano Jonathan Livingston	4/2/2009	Italian	6	5.49 min.	4.91 Mb.	43	5.98 Mb.
Eternit Di Casale, Una Storia Di Polvere Bianca	4/2/2009	Italian	22	20.89 min.	19.13 Mb.	103	7 Mb.
Che Storie Questo Mondo!	4/4/2009	Italian	24	19.44 min.	18.34 Mb.	140	8.63 Mb.
I Vertebrati	4/7/2009	Italian	34	26.28 min.	23.98 Mb.	96	14.51 Mb.
Le "1001" Storie Della Bibbia.	3/29/2009	Italian	75	77.84 min.	68.75 Mb.	381	36.31 Mb.
A Parli	4/5/2009	Italian	30	32.43 min.	29.69 Mb.	115	30.73 Mb.
La Conquista Dei Diritti Della Persona.	4/5/2009	Italian	33	36.73 min.	33.63 Mb.	89	8 Mb.
Divertiamoci... Matematicando!	4/2/2009	Italian	10	8.63 min.	2.92 Mb.	65	4.03 Mb.
Quel 24 Maggio 1734 A Bitonto...	3/24/2009	Italian	16	12.97 min.	11.87 Mb.	130	9.25 Mb.
Il '900 Raccontato Dai Nonni	4/3/2009	Italian	18	13.02 min.	11.92 Mb.	72	12.44 Mb.
Energia Elettrica: Il Futuro Nelle Nostre Mani	4/4/2009	Italian	12	15.37 min.	19.6 Mb.	51	11.59 Mb.
Lettura Formale Di Un Quadro	4/3/2009	Italian	4	2.55 min.	2.93 Mb.	22	9.04 Mb.

Il Giardino Segreto	4/3/2009	Italian	26	27.32 min.	25.02 Mb.	107	22.85 Mb.
Un Libro Per Amico : "La Giara"	4/1/2009	Italian	24	13.42 min.	13.92 Mb.	48	65.46 Mb.
Lavori In Corso	5/22/2009	Italian	21	31.11 min.	31.45 Mb.	111	10.99 Mb.
Sotto L'insegna Del Biscione	3/31/2009	Italian	6	16.32 min.	14.12 Mb.	8	0.75 Mb.
Viaggio Nei Cuori E Nei Sogni Dei Bambini	3/30/2009	Italian	20	11 min.	10.08 Mb.	59	2.5 Mb.
E Le Piante Crescono	4/1/2009	Italian	17	4.26 min.	4.53 Mb.	46	48.72 Mb.
Viaggio Sul Ticino	3/28/2009	Italian	81	38.99 min.	39.44 Mb.	143	68.48 Mb.
Pontida 1926: Storia di Una Scuola Di Provincia	4/2/2009	Italian	27	24.1 min.	22.07 Mb.	140	24.9 Mb.
Classificazione Dei Vertebrati	4/2/2009	Italian	16	12.72 min.	15.53 Mb.	59	25.39 Mb.
Ingegno E Arte Nella Storia Ingegno E Arte	4/21/2009	Italian	15	4.82 min.	2.75 Mb.	4	0.26 Mb.
Una Storia Sportiva: Il Fenomeno Africano	4/21/2009	Italian	13	6.73 min.	4.97 Mb.	17	1.88 Mb.
Mi Piace Emozionarmi, Mi Piace Lo Sport...	4/27/2009	Italian	22	53.36 min.	38.19 Mb.	109	76 Mb.
Culture In Gioco	3/20/2009	Italian	14	9.38 min.	12.2 Mb.	34	6.69 Mb.
Lo Sport: Un Hobby, Un Lavoro	4/21/2009	Italian	1	0.17 min.	0.16 Mb.	6	0.11 Mb.
"Sportivamente Abili"	3/20/2009	Italian	25	18.89 min.	17.3 Mb.	71	17.26 Mb.
Volley A Bassano; La Ricetta Di Un Sogno	3/20/2009	Italian	12	4.01 min.	2.3 Mb.	12	0.49 Mb.
Sport E Cittadinanza	3/20/2009	Italian	22	15.98 min.	14.64 Mb.	22	2.45 Mb.
Sport E Disabilità : Ritorno Alla Vita	3/20/2009	Italian	10	8.56 min.	7.84 Mb.	25	10.48 Mb.
Piccoli Grandi Amici	3/20/2009	Italian	5	1.67 min.	0.96 Mb.	5	0.12 Mb.
Una Palestra Da Ristrutturare	3/20/2009	Italian	12	4.68 min.	3.02 Mb.	11	0.45 Mb.
Cosa Si Impara Da Un Campione	3/20/2009	Italian	19	16.82 min.	13.45 Mb.	19	4.51 Mb.
Sportivissimevolmente	3/20/2009	Italian	7	2.9 min.	2.66 Mb.	34	53.33 Mb.
Lo Sport Dalle Origini Ai Nostri Giorni	4/21/2009	Italian	15	20.24 min.	20.24 Mb.	15	1.5 Mb.
Funzione Dello Sport	3/20/2009	Italian	4	1.34 min.	0.77 Mb.	4	0.16 Mb.
Filippide	3/20/2009	Italian	8	2.67 min.	1.53 Mb.	8	0.33 Mb.
Prova Luca Spinelli	3/25/2009	Italian	12	4.01 min.	2.3 Mb.	12	0.49 Mb.
L'importante È Partecipare	3/20/2009	Italian	16	12.06 min.	11.95 Mb.	42	45.9 Mb.
Il Mondo In Un Pallone	3/20/2009	Italian	17	14.39 min.	13.19 Mb.	79	4.74 Mb.
La Pallavolo È "Allenamento" Alla Vita	3/20/2009	Italian	19	10.7 min.	14.05 Mb.	57	26.64 Mb.
Giocando Nel Vento	3/20/2009	Italian	10	7.01 min.	6.42 Mb.	57	15.59 Mb.
Una Farfalla Sul Mare	3/20/2009	Italian	14	20.09 min.	18.39 Mb.	61	7.72 Mb.
Una Scelta Per La Vittoria	3/20/2009	Italian	6	3.12 min.	2.45 Mb.	35	15.5 Mb.
La Vita È Bella	3/20/2009	Italian	19	11.86 min.	11.33 Mb.	19	2.8 Mb.
La Città Nella Storia Dello Sport	4/21/2009	Italian	25	16.95 min.	17.33 Mb.	86	6.58 Mb.
Laboratorio Emotivo	4/7/2009	Italian	16	15.57 min.	14.29 Mb.	24	28.24 Mb.
Un Bambino Di Nome Kandinsky	3/17/2009	Italian	14	9.03 min.	8.27 Mb.	92	54.23 Mb.
Le Avventure Di Pinocchio	4/2/2009	Italian	16	13.92 min.	15.08 Mb.	152	130.1 Mb.
Musica A Scuola - Venance Bernin	3/17/2009	Italian	29	16.17 min.	18.56 Mb.	138	65.84 Mb.
Porto Marghera: "Il Mare C'era"	4/2/2009	Italian	17	20.96 min.	19.54 Mb.	108	31.63 Mb.
Maometto nel Canto Dell'inferno Di Dante.	4/3/2009	Italian	14	13.03 min.	12.54 Mb.	100	16.45 Mb.
La Lunga Marcia Dei Neri:	3/31/2009	Italian	21	37.77 min.	34.58 Mb.	188	12.44 Mb.
Via Le Mani Dai Bambini	3/31/2009	Italian	20	24.49 min.	22.42 Mb.	69	5.62 Mb.
Il "Grande-Piccolo" Principe	4/4/2009	Italian	25	9.97 min.	4.46 Mb.	38	29.93 Mb.
Lineamenti Storico-Etno-Antropologici	4/3/2009	Italian	38	66.42 min.	61.36 Mb.	259	78.71 Mb.
Messina, Tra Miti E Tradizioni	4/3/2009	Italian	5	13.37 min.	7.65 Mb.	12	1.1 Mb.
Sulle Ali Della Poesia	4/2/2009	Italian	24	10.86 min.	9.94 Mb.	65	5.08 Mb.
Date Retta Alla 4^D: " Non È Solo Una Bottiglia".	4/3/2009	Italian	20	10.23 min.	9.36 Mb.	85	59.37 Mb.
Il Massacro Di Sand Creek	3/30/2009	Italian	27	37.25 min.	35.88 Mb.	95	9.16 Mb.
Montesano Sulla Marcellana	4/1/2009	Italian	12	4.65 min.	3.79 Mb.	63	18.45 Mb.
Il Nostro Libro Di Cipi'	3/15/2009	Italian	34	7.74 min.	5.75 Mb.	50	2.85 Mb.
Piacere, "Piacentino"!	4/2/2009	Italian	17	11.17 min.	11.3 Mb.	99	41.29 Mb.
Enna Tra Mito E Culto	3/31/2009	Italian	6	3.48 min.	3.19 Mb.	26	3.11 Mb.
Garibaldi E La Battaglia Di San Fermo	4/2/2009	Italian	27	20.55 min.	18.82 Mb.	108	9.33 Mb.
Attorno Al Fuoco	3/24/2009	Italian	14	21.29 min.	29.24 Mb.	147	13.49 Mb.
L'avventura Del Cinema	4/3/2009	Italian	35	24.24 min.	15.99 Mb.	197	16.48 Mb.

ANNEX B: FORM DATA

B.1 Introduction

Using as the input the selected stories of annex A, this section will cover all the gathered fieldwork and coded into the *forms*.

For each story a form has been filled out and this will be the raw data from which chapter *3* is based on and the entire conclusion are derived from. 101 forms are present in this chapter and correspond to each of the stories selected to be a part of the sample in the annex A.

B.2 Policultura Forms

STORY ID: 258 - NAME: MODUGNO, CROCEVIA DI RACCONTI MIGRANTI			
Author: classe_001@policultura08	**Region:** Puglia	**Language:** IT ☒ EN ☐ Dialect ☐	**Target Audience Level:** Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐
Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other			**Number of:** **Pages**: 5 **Audios**: 15 **Pictures**: 139
Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☒ Maps ☐ Others			
Literary genre: ☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery ☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——			
Story subject: ☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities ☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——			
Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____			
Who speaks: ☐ Teacher's voice ☐ One voice per page ☒ Many voices per page ☐ Guests ☐ Other: _____			
Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___			
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)			
Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____			
Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____			
Short summary: History about the region of Modugno, local characters around the world and outsiders living in there; all narrated by all class students. Observations: Project developed for Policultura.			
Overall Rating: ☐ 1 star ☆ ☐ 2 stars ☆☆ ☒ 3 stars ☆☆☆ ☐ 4 stars ☆☆☆☆ ☐ 5 stars ☆☆☆☆☆			

STORY ID: 144 - NAME: STORIA DELLA MODA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_002@policultura08	Sardegna	IT ☒ EN ☐ Dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 04 **Audios**: 19 **Pictures**: 83

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☒ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Fashion history for primary school since 1800, describing mostly Italy fashion in all important eras ending with the Sardegna costume since it's the school region; all narrated by all class students.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 033 - NAME: LA CARTA NON SI SCARTA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_006@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 6 **Audios**: 36 **Pictures**:261

Image type: ☐ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☒ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Recycling techniques for paper and cardboard in Italy and photos about the experience of recycling in the class room, additionally there are some fantastic histories and pictures from the children's. Some origami figures are explained step by step.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 198 - NAME: LA CENTRALE IDROELETTRICA DI BATTAGLIA TERME

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_007@policultura08	Veneto	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 07 **Pictures**: 13

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☒ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Explain the rivers on Battaglia Terme region and the hydroelectric central of the region, how was constructed and how the waterfall and the potential energy works; all narrated by all class students.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 333 - NAME: L'EX STABILIMENTO INPS DI BATTAGLIA TERME

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_008@policultura08	Veneto	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 1 **Audios**: 04 **Pictures**: 12

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Explain the terms on Battaglia Terme, how the terms were discovered, exploited over the years and how were managed during the fascist era and how they are being recovered now; all narrated by all class students.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 006 - NAME: CON LA GABBIA NELLA CONOSCIAMO I NOSTRI DIRITTI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_011@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 7 **Audios**: 19 **Pictures**: 64

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☐ One voice per page ☒ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Know children rights reading Luis Sepúlveda's book: "Storia di una gabbianella e del gatto che le insegnò a volare". Also children impressions about the book are captured in images and first person stories; all narrated by all class students.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 303 - NAME: SAN FERMO DELLA BATTAGLIA: MA CHE BATTAGLIA FU?

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_012@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 18 **Pictures**: 87

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☒ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Provides a consistent description of the region of "San Fermo della Battaglia". The geographical, geological, historical and economical information is well presented in a third person style with background music; all narrated by all class students.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 007 - NAME: VIAGGIO INTORNO ALLE ORIGINI DELL'UOMO

Author:	Region:	Language:	Target Audience Level:
classe_014@policultura08	Calabria	IT ☒ EN ☐ DE ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 6 **Audios**: 38 **Pictures**: 184

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☒ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Starting with Darwin's evolution and other information about homo sapiens evolution since the chimpanzees to the homo sapiens in the Africa region. Evolution characteristics are deeply explained; all narrated by all class students.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 010 - NAME: PALESE...IL NOSTRO CUORE

Author:	Region:	Language:	Target Audience Level:
classe_017@policultura08	Calabria	IT ☒ EN ☐ Dialect ☒	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 26 **Pictures**: 32

Image type: ☐ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☒ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Palese region history, traditions, testimonies and current situation. Uses drawings made by children to complement the narrative mostly, also uses some local pictures. Description of local highlight is also included in the history; narrated by students.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 012 - NAME: I REGIMI TOTALITARI DEL NOVECENTO.

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_018@policultura08	Fiuli-Venezia Giulia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☒ Other

Number of: **Pages**: 5 **Audios**: 28 **Pictures**: 61

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☒ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☒ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Explanation of the totalitarian regimes of the 1900, explaining what they are, what they did and how they emerge. The images are used as a PowerPoint, using images as an innovative tool. Also some questionnaire is available in the history.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 015 - NAME: IL REGNO D'ITALIA DA VITTORIO EMANUELE II (1861-1922)

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_019@policultura08	Fiuli-Venezia Giulia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 23 **Pictures**: 52

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The foundation of Italy and the 61 years that followed, the Vittorio Emanuelle II history, the move of the capital from Torino to Rome, The subsecuent high level of analphabetism and the different dialects on each regions and the "brigantaggio" Nord-Sud and other events finishing after the WWI and the fascist and socialist foundations.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 192 - NAME: LA PUGLIA E LA STORIA DEL SUO ACQUEDOTTO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_020@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 14 **Pictures**: 38

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The pre-aqueduct era in the Puglia region, the water market due to the lack of water. Geographical and paleontological characteristics of Puglia. The creation of the Pugliese Aqueduct, how was made and the final figures for delivering water to 24 cities.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 62 - NAME: LUNGO LA VIA DEI MATITANI - ALLA RICERCA DEL SACRO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_021@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☐ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 0 **Pictures**: 25

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☐ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☒ Documented in the History ☐ Other: ___
☐ story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The scesciola neighborhood and their medieval reminiscences, a somehow complete description of the churches and other building that still exists. Also some references to the caves. There is no sound with this history.

Overall Rating: ☒ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 344 - NAME: A SPASSO NEL FUTURO TRA GLI SPAZI SIDERALI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_026@policultura08	Abruzzo	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☒ Other

Number of: **Pages**: 3 **Audios**: 15 **Pictures**: 94

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☒ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☒ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☐ Third-person ☒ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: With background music, after reading a Jules Verne book, the school children gather in groups and imagine how the future (and space travel will be). The use of the pictures made students and sometimes to emphasize the story.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 302 - NAME: UN MERAVIGLIOSO VIAGGIO NEL PASSATO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_027@policultura08	Abruzzo	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☒ Other

Number of: **Pages**: 4 **Audios**: 18 **Pictures**: 86

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☒ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☐ Third-person ☒ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: With background music, after reading a Jules Verne book, school children gather in groups and imagine how pharaohs Egypt has been. The use of the pictures made students and sometimes to emphasize the story..

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 030 - NAME: LE CARBONAIE

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_028@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 7 **Pictures**: 32

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The coal: How wood becomes vegetal coal, their uses and why regular wood is not good in some cases (IE for cooking). The lumberjacks in the Puglia region and how they provided the wood to supply the coal needs.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 148 - NAME: FEDERICO BARBAROSSA E LA FONDAZIONE DI LODI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_029@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 30 **Pictures**: 36

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☒ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☒ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☒ Teacher's voice ☐ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☒ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre-existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story recreates the itinerary done by the school in bus around the city of Lodi while the professor tells the history of the place, the castle and Federico Barbarossa life and decision to reconstruct the city. The voice is from the class teacher.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 103 - NAME: NOI GIOVANI:IL FUTURO DELLA MEMORIA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_038@policultura08	Lazio	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 2 **Audios**: 6 **Pictures**: 55

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☒ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☒ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☒ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Israel and the Sionite movement. The holocaust, the Auschwitz protocols and the current Palestine conflict are presented as a PTT view, with background music and no sound.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 019 - NAME: PAOLINO E LE ALLEGRE LETTERE

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_042@policultura08	Toscana	IT ☒ EN ☒ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 20 **Pictures**: 93

Image type: ☐ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☒ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☒ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☒ Other: Sound effects

Who speaks: ☒ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☒ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☐ Third-person ☒ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The history of Paolino, an imaginary kid that hates Italian language and loves mathematics. The children from the class narrates the different stories that they think that could happen to Paolino. The images are pictures are made by the children.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 025 - NAME: LODI: CASA DOLCE CASA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_043@policultura08	Lombardia	IT ☒ EN ☒ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 11 **Pictures**: 48

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The History of Lodi, since Barbarossa, going through the renaissance period (with their buildings) to the current days. The deeper level of the story is poor, but they use background music while the narrator speaks.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 016 - NAME: LA SOCIETÀ GENERALE OPERAIA DI MUTUO SOCCORSO A LODI.

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_045@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 35 **Pictures**: 162

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: How the "polenta" food was the base of the Lodi region when it was a poor place. How the mandatory school helped the region and how the operatives societies helped also the region, grouping art craft mans and increasing their incomes and the organization of the library.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 173 - NAME: IL TASSO TORQUATO E L'ORSO BIANCO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_047@policultura08	Toscana	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used:
☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of:
Pages: 10 **Audios**: 20 **Pictures**: 42

Image type: ☐ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☒ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☒ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☐ One voice per page ☒ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☐ Third-person ☒ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: A singular introduction of all narrators is done and the story of the mouse and the white bear is told by the children's in lyrics with some handmade images (pictures of class works).

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 018 - NAME: STILI DI VITA PER UN FUTURO EQUO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_052@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used:
-☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of:
Pages: 3 **Audios**: 16 **Pictures**: 81

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Current ecological situation on the world (lack of recycling, acid rain among other) are explained and the wealth distribution is also explained and some possible solutions are drawn here in order to mend the current solution.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 256 - NAME: DAI WRITERS PREISTORICI ALLA STREET ART

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_053@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☐ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 8 **Pictures**: 40

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☒ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The importance of the communication from the cave are to the modern street art and eventually even the body painting. There is no audio reading the text and there is no much of interest in the history itself.

Overall Rating: ☒ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 034 - NAME: IL FILO ROSSO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_055@policultura08	Fiuli-Venezia Giulia	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 29 **Pictures**: 29

Image type: ☐ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☒ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☒ Teacher's voice ☐ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☒ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☐ Third-person ☒ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: This narrative is a fantastic history (in class and in a book) and complemented with pictures from the classroom and some drawings from the children itself (the history of the filo rosso is written in verse).

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 078 - NAME: BOLLATE E LE SUE ORIGINI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_056@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☒ Other

Number of: **Pages**: 12 **Audios**: 57 **Pictures**: 206

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☒ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☒ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The class tries to use new technologies (like cell phones and iPod) to tell the city history. Some parts of the story are used as a PPT (images and background music with no audio narration). There is not much about the city origins but they did some interviews and have the recording on the history too.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 021 - NAME: ESSERE UOMINI TRA AMORE, ODIO E SOGNO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_059@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☐ sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 00 **Pictures**: 46

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☒ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☐ Third-person ☒ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: A particular view on Human feelings, man, women, God, money and desire are mixed in a particular way. The lack of sound and only a few images make this story less than appealing.

Overall Rating: ☒ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 032 - NAME: CHARLES DARWIN

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_059@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 29 **Pictures**: 38

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☒ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☒ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The live and headlights of Charles Darwin, with pictures of the children dressed up like in Darwin's era with bones and stuff from that era.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 039 - NAME: RACCONTANDO E RACCONTANDOCI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_061@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☒ Video (or Animation) ☐ Other

Number of: **Pages**: 9 **Audios**: 38 **Pictures**: 142

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Children create stories guided by the teacher. The stories are complemented with some models and pictures and drawings of each one of the stories that the children invented. Also the stories are presented in a PPT way

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 288 - NAME: TURBIGO: IL NOSTRO PAESE

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_064@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used: ☐ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 2 **Audios**: 9 **Pictures**: 33

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☐ One voice per page ☒ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☒ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: General description of Turbigo and some pictures of the children. No audio text, just music.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 108 - NAME: LE UNITÀ DI MISURA E GLI STRUMENTI DI MISURA IN FRIULI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_065@policultura08	Fiuli-Venezia Giulia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 19 **Pictures**: 23

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Most of the measurements are from the rural area. Also weight measurement units with images that go accordingly.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 063 - NAME: L'ISOLA DELLE MERAVIGLIE

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_069@policultura08	Serdegna	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 26 **Pictures**:120

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: History and geographical properties from the Serdegna. Description is done with local music in the background. Also the local pictures are outstanding. Also some local activities are highlighted.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 324 - NAME: HOMO HOMINI LUPUS

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_071@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 15 **Pictures**: 42

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☒ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☒ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: History of the war, focused mostly on the ancient Rome. Topics are not narrated by the students and music is not accordant with the topic of the history.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 044 - NAME: QUATTRO PASSI PER CIGLIANO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_073@policultura08	Piemonte	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 18 **Pictures**: 161

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☒ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: History, Geography and other local highlight of the Cigliano city and surroundings. The audio was recorded by the school children and the pictures were taken by them too mostly.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 335 - NAME: IL GABBIANO JONATHAN LIVINGSTON

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_075@policultura08	Sicilia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☒ Other

Number of: **Pages**: 3 **Audios**: 6 **Pictures**: 49

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☒ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☒ Other: sound effects

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☐ Third-person ☒ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The fantasy narrative of Jonathan, a bird that lives on the seaside. The history and the pictures were made by the children and there are lots of references to the town in Sicily where the children live. Also some sound effects are used.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 038 - NAME: ETERNIT DI CASALE, UNA STORIA DI POLVERE BIANCA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_076@policultura08	Piemonte	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 22 **Pictures**: 103

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: History of the Casale of Monferrato and their Eternit factory. The health risks of asbestos and other cancer related compounds generated in the Eternit factory. Narrated by children and complemented with images and pictures,

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 202 - NAME: CHE STORIE QUESTO MONDO!

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_077@policultura08	Veneto	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☒ Video (or Animation) ☐ Other

Number of: **Pages**: 6 **Audios**: 24 **Pictures**: 140

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☒ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☒ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Starting with some poetry, this history narrates the earth history, some scientific views regarding it's origins and how ancient countries understand their origins. The images are used in sequence as an animation.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 060 - NAME: I VERTEBRATI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_078@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 34 **Pictures**: 96

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☒ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Starting with fishes and their main characteristics and moving forward to the amphibians to move to the reptilians, birds and finishing in mammals. The pictures are selected according the text, really accurate, while the is no deeper exposition .

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 023 - NAME: LE "1001" STORIE DELLA BIBBIA. UN POPOLO IN CAMMINO.

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_079@policultura08	Piemonte	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 12 **Audios**: 75 **Pictures**: 381

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☒ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☒ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☒ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The history of Abraham, Isaac, Jacob, Moses and 8 more biblical characters. Using some comic strip scans instead of regular pictures or paintings.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 035 - NAME: "A PARLÌ" ... UNA PASSEGGIATA TRA SOLERO E QUARGNENTO			
Author: classe_080@policultura08	**Region:** Piemonte	**Language:** IT ☒ EN ☐ dialect ☐	**Target Audience Level:** Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐
Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other			**Number of:** **Pages**: 5 **Audios**: 30 **Pictures**: 115
Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☒ Maps ☐ Others			
Literary genre: ☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery ☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——			
Story subject: ☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities ☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——			
Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____			
Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____			
Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___ ☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)			
Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____			
Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____			
Short summary: The history, description and characteristics of the zone between Solero and Quargnento towns. The past and the current cities highlight, using some pictures from locals and downloaded internet pictures. Some interviews had been done.			
Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars			

STORY ID: 036 - NAME: LA CONQUISTA DEI DIRITTI DELLA PERSONA.			
Author: classe_081@policultura08	**Region:** Piemonte	**Language:** IT ☒ EN ☐ dialect ☐	**Target Audience Level:** Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐
Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other			**Number of:** **Pages**: 6 **Audios**: 33 **Pictures**: 89
Image type: ☒ Downloaded pictures ☐ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others			
Literary genre: ☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery ☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——			
Story subject: ☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities ☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——			
Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____			
Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____			
Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___ ☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)			
Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____			
Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____			
Short summary: The history of human rights and constitution, stating with a global perspective and going to Italy. Some deeper explanation of all constitutional rights here in Italy and finishing with the voting system.			
Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars			

STORY ID: 314 - NAME: DIVERTIAMOCI... MATEMATICANDO!

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_083@policultura08	Sicily	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 2 **Audios**: 10 **Pictures**: 65

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☒ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☒ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: A history about some of the famous mathematicians in history using cartoonish pictures and some children stories. Explaining also some games, like for example Sudoku and using some background music and drawings made by children.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 241 - NAME: QUEL 24 MAGGIO 1734 A BITONTO...

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_084@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 16 **Pictures**: 130

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: With some background music, the story is centered in the Bitonto battle, with historical event and some local pictures also. The history finished with the local celebrations that commemorate the miracle that save the city that day.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 017 - NAME: IL '900 RACCONTATO DAI NONNI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_085@policultura08	Emilia-Romagna	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 18 **Pictures**: 72

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☒ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Using the elders (grandfathers and Grandmothers) experience, they tell the histories about the old country and the old school. Also some histories from the elders are explained in first person about the emigration to America and background music.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 244 - NAME: ENERGIA ELETTRICA: IL FUTURO NELLE NOSTRE MANI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_087@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☐ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 9 **Audios**: 12 **Pictures**: 51

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☒ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☒ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The different types of fuel to generate electricity and their tipification regarding of their source: carbon, solar, hydroelectric and nuclear among other types. Some background music but without real meaning.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 046 - NAME: LETTURA FORMALE DI UN QUADRO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_089@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☒ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 4 **Pictures**: 22

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☒ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: How to analyze a painting from the modern period, analyzing volumes, figures, relationships among other characteristics of the paint. The slides like a PPT are animated to show what the text is talking about.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 354 - NAME: IL GIARDINO SEGRETO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_090@policultura08	Veneto	IT ☒ EN ☒ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 26 **Pictures**: 107

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Types of Gardens: Japanese, Italian and British: their intrinsic characteristics and distinctions, with some background music while they describe each section of the history. The Secret Garden book is explored here also. The half of the history is in English.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 024 - NAME: UN LIBRO PER AMICO: "LA GIARA"

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_093@policultura08	Sicilia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 24 **Pictures**: 48

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☒ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Luigi Pirandello's book: La Giara analyzed and narrated by the primary children. This was an experience made in the laboratory made in dialect but transcribed in Italian for the purpose of the history.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 028 - NAME: LAVORI IN CORSO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_094@policultura08	Calabria	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 21 **Pictures**: 111

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The history of the new piazza Carmine of the Reggio City. The history is small and the description is incomplete.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 077 - NAME: SOTTO L'INSEGNA DEL BISCIONE

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_097@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☐ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 2 **Audios**: 6 **Pictures**: 8

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The history of explains the history of the Bisconti Badge of Milan. Since the beginning of the Bisconti family history to their whole reign. There is text but is not narrated in the audio and just some music background by Enia.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 72 - NAME: OSIMO: TRA PASSATO E PRESENTE

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_155@policultura08	Marche	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 15 **Pictures**: 62

Image type: ☐ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The history of Osimo; the past and current situation of the city and the local dialect history. Also some pictures and histories from the children's are included in this history.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 259 - NAME: I DONI DEI GRECI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_157@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 26 **Pictures**: 26

Image type: ☒ Downloaded pictures ☐ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: How Greek culture give some of the most important characteristics to the current society, like the proper language, the democracy among other things. This is redacted using some according background music.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 40 - NAME: IL GRANDE FARAONE

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_159@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 19 **Pictures**: 50

Image type: ☒ Downloaded pictures ☐ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☒ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The history of the greatest pharaohs, their desendency and how they where mummified once they die. Finishing the history on how the content of the history was developed in the classroom.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 81 - NAME: VITIGLIANO TRA STORIA E LEGGENDA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_161@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 15 **Pictures**: 48

Image type: ☒ Downloaded pictures ☐ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The history of the Vitigliano, the history of the Salento region and the Vaste city. Local history from the Roman empire era all enhanced with handmade pictures by the children.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 41 - NAME: LA CITTADINANZA DELL'UMANITÀ

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_162@policultura08	Toscana	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☐ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 15 **Pictures**: 84

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Human rights history, not narrated and with only background music (except on the last part).

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 126 - NAME: DESIDERI MAI AVVERATI: VIAGGIO NEI CUORI E NEI SOGNI DEI BAMBINI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_100@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 20 **Pictures**: 60

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☒ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☐ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Discussion about the meaning of the words slave and slavery, focusing in children showing several stories from children in different part of the world working as slave. The story ends up talking about children's rights and UNICEF work.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 111 - NAME: E LE PIANTE CRESCONO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_102@policultura08	Sicilia	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☐ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 17 **Pictures**: 47

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☒ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Story that explain the growth in seeds and bulbs.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 145 - NAME: VIAGGIO SUL TICINO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_103@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 12 **Audios**: 82 **Pictures**: 144

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Story about river Ticino and the city of Pavia including brief review about the past times and the evolution of this city on several aspects, like economic, cultural, social, etc.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 26 - NAME: PONTIDA 1926: STORIA E STORIE DI UNA SCUOLA DI PROVINCIA DURANTE IL VENTENNIO FASCISTA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_104@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 27 **Pictures**: 138

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☒ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story describes the building construction process of the scholastic building (today: Scuola Secondaria di 1° Grado di Pontida) during the year 1926 by Arch. Luigi Bergonzo. Also, the story is completed with oral testimonies, documents and photos describing the features of this school during the fascist age.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 50 - NAME: CLASSIFICAZIONE DEI VERTEBRATI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_108@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 6 **Audios**: 15 **Pictures**: 59

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story documents the different categories of vertebrates going into details with these categories: fishes, amphibious, reptiles, birds and mammalians.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 297 - NAME: LABORATORIO EMOTIVO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_112@policultura08	Piemonte	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 16 **Pictures**: 25

Image type: ☐ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☐ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story talks about the different emotions and what do they represent for the kids, what are their meaning and how different are the girls and boys opinions.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 189 - NAME: UN BAMBINO DI NOME KANDINSKY

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_113@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 14 **Pictures**: 96

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☒ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☒ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☒ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story summarizes the experience of the kids when they do different art expressions using the music as a guide for their steps. The story shows a new way of teaching using art and music as tools.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 37 - NAME: LE AVVENTURE DI PINOCCHIO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_14@policultura08	Valle D'Aosta	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 17 **Pictures**: 98

Image type: ☐ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☒ Others

Literary genre:
☒ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☐ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☒ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☐ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story is based on the"Adventures of Pinocchio" story, and the kids develop different activities, i.e.: drawing, puppets, etc., taking as reference Pinocchio's story.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 117 - NAME: MUSICA A SCUOLA - SCUOLA PRIMARIA VENANCE BERNIN

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_115@policultura08	Valle D'Aosta	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 29 **Pictures**: 139

Image type: ☐ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☐ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story is based in a project called "Musica a Scuola" describing how is composed the music class, the types of instruments that they can play. Also, include a brief presentation of the teachers' staff and students.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 284 - NAME: PORTO MARGHERA: "IL MARE C'ERA"

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_116@policultura08	Veneto	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**:17 **Pictures**: 109

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Documents the story of Porto Marghera and its story with Venice in the early 900s, describing the growth, the activities, the evolution of the industrial center, economics and ambient impacts.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 117 - NAME: VERSI ASPRI, DEMONI DI PIETRA E IL PROFETA MAOMETTO NEL CANTO XXVIII DELL'INFERNO DI DANTE.

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_117@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 14 **Pictures**: 101

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☒ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story is based on chant XXVIII of Dante's hell and the students tried to interpret the chant and show it using images to represent the different situations in a simple way.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 339 - NAME: LA LUNGA MARCIA DEI NERI: DALLA SCHIAVITÙ ALLA CASA BIANCA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_118@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 21 **Pictures**: 189

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story proposes a document based on "black slavery" in America, from the origins of slaves negotiations in auctions, cruelty against this people, appearance of criminal groups like Ku-Klux Klan the to its abolition. Also, it includes some references to big representatives against the slavery, like Martin Luther King, Rosa Parks and ends up presenting Barack Obama and his government plan.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 340 - NAME: VIA LE MANI DAI BAMBINI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_119@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 21 **Pictures**: 70

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story documents children rights, the rights universal declaration and Ginevra convention. Also shows several examples of children's work, children in war and sexual violence against children.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 183- NAME: ALLA RICERCA DEL NOSTRO CUORE: IL "GRANDE-PICCOLO" PRINCIPE

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_120@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 17 **Audios**: 35 **Pictures**: 38

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☒ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☒ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☐ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story is based on a famous book called "The little prince" in order to communicate class' feelings and ideas about different problems that are happening now in our society.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 141 - NAME: LINEAMENTI STORICO-ETNO-ANTROPOLOGICI DELLA CONTEA DI MODICA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_121@policultura08	Sicilia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 8 **Audios**: 38 **Pictures**: 259

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☒ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☒ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story presents a document about the past and present of Contea di Monica, to understand the social and cultural identity.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 178 - NAME: MESSINA, TRA MITI E TRADIZIONI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_122@policultura08	Sicilia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 1 **Audios**: 5 **Pictures**: 13

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story documents the stories and legends around the origins of Messina and the present of this city.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 136 - NAME: SULLE ALI DELLA POESIA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_125@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used:
☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of:
Pages: 8 **Audios**: 24 **Pictures**: 66

Image type: ☐ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☒ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story shows a group of poetries written by children creating an e-book. The topic included in each poetry was chosen by children itself.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 68- NAME: DATE RETTA ALLA 4D: "NON È SOLO UNA BOTTIGLIA".

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_126@policultura08	Toscana	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used:
☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of:
Pages: 7 **Audios**: 20 **Pictures**: 86

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Story showing the work made by these children with plastic waste. Also, the project aim to create a "green conscience" and enhance the importance of the recycling process.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 122 - NAME: IL MASSACRO DI SAND CREEK

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_127@policultura08	Veneto	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 27 **Pictures**: 96

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Story based on Sand Creek massacre in North America during 1864. The project includes also the results of comparing Sand Creek episodes with other ones like Vietnam war.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 79 - NAME: MONTESANO SULLA MARCELLANA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_133@policultura08	Campania	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 12 **Pictures**: 60

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Story about the city of Montesano: legend about the origin of the name, history and actual territory.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 182 - NAME: IL NOSTRO LIBRO DI CIPI'

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_139@policultura08	Marche	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 6 **Audios**: 34 **Pictures**: 52

Image type: ☐ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☒ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☒ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☒ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story is based on the lecture of the book "Cipî", a little bird, in order to help children to understand the meaning of friendship, respect for adult people, freedom, ecology, democracy and to learn how to read and write.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 137 - NAME: PIACERE, "PIACENTINO"!

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_144@policultura08	Sicilia	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 17 **Pictures**: 100

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☒ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story describes the city and presents a brief description of its history and myths. The story is completed with the presentation of "piacentino", a typical food, its recipe and nutritional value, and a couple games, like crossword puzzle, poetry, etc.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 110 - NAME: ENNA TRA MITO E CULTO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_146@policultura08	Sicilia	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 6 **Pictures**: 27

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☒ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Story about Enna in order to help children to know the cultural heritage of their city.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 207 - NAME: GARIBALDI E LA BATTAGLIA DI SAN FERMO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_147@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 27 **Pictures**: 108

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☒ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story documents the Resurgence age in Italy, presents a brief description of some of the main figures during this period, like Garibaldi and Cavour.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 71 - NAME: ATTORNO AL FUOCO			
Author: classe_148@policultura08	**Region:** Serdegna	**Language:** IT ☒ EN ☐ dialect ☐	**Target Audience Level:** Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐
Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other			**Number of:** **Pages**: 3 **Audios**: 20 **Pictures**: 21
Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☒ Graphs ☐ Slides ☐ Maps ☐ Others			
Literary genre: ☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery ☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——			
Story subject: ☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities ☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——			
Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____			
Who speaks: ☐ Teacher's voice ☐ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____			
Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___ ☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)			
Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____			
Speaker perspective: ☒ First-person ☐ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other:			
Short summary: Story based in one of the bank holiday in Serdegna: Sant'Antonio Abate which special date is January 16th and describes all the rituals related with this special date.			
Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars			

STORY ID: 203 - NAME: L'AVVENTURA DEL CINEMA			
Author: classe_150@policultura08	**Region:** Basilicata	**Language:** IT ☒ EN ☐ dialect ☐	**Target Audience Level:** Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒
Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other			**Number of:** **Pages**: 6 **Audios**: 35 **Pictures**: 198
Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others			
Literary genre: ☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery ☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——			
Story subject: ☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities ☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——			
Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____			
Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____			
Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___ ☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)			
Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____			
Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____			
Short summary: The story is related with the cinema during the 60s in Matera and its different expressions: literature cinema, animation cinema, festivals and sounds.			
Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars			

STORY ID: 165 – NAME: MISTERIOSE, SCONVOLGENTI SCOPERTE A MONTEVECCHIO…

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_332@policultura08	Serdegna	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 9 **Audios**: 33 **Pictures**: 213

Image type: ☐ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☐ One voice per page ☒ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: This story talks about recycling procedures.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 240 - NAME: BUCCINASCO, IL NOSTRO PAESE

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_245@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 6 **Audios**: 23 **Pictures**: 61

Image type: ☐ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☒ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☐ One voice per page ☒ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: This story talks about the city of Buccinasco.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 191 - NAME: LE VIE DELL'ULIVO SALENTINO…

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_219@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 25 **Pictures**: 140

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☒ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story talks about the olive oil in Salentino region.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 95 - "INSIEME A TE NONNO": PERCORSO DI SENSIBILIZZAZIONE…

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_293@policultura08	Emilia Romagna	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 7 **Audios**: 35 **Pictures**: 112

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☒ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☒ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☒ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: Class children realize experience where they bond with their grandparents.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 246 - NAME: LE DONNE... L'ALTRA METÀ DEL CIELO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_433@policultura08	Sicilia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 27 **Pictures**: 188

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☒ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The storie talks about women rights in Italy.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 263 - NAME: FRANCAVILLA FONTANA E DINTORNI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_164@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 18 **Pictures**: 41

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☒ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story is based on 60th anniversary of Human Rights Declaration, allowing to children build an opinion about a better world.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 151 - NAME: HANSEL E GRETEL

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_172@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 1 **Audios**: 9 **Pictures**: 27

Image type: ☒ Downloaded pictures ☐ Original pictures ☒ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☒ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☐ Third-person ☒ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story is based on the famous tale of Hansel and Gretel, but the story is focused on the lyric opera by Engelbert Humperdinck.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 134 - NAME: LA RISORSA RIFIUTI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_179@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 18 **Pictures**: 104

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☒ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☒ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☐ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story proposes the utilization of technologies tools to promote solutions for the main ambiental problems, specially the one related with garbage.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 250 - NAME: LA FORZA DELL'ACQUA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_180@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 18 **Pictures**: 104

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☒ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☒ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story shows water as one of the first energy source used by humans, instead of the muscle and animal energies, including the evolution of this source into big hydraulic systems.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 42 - NAME: FATA CRISTALLINA CI ACCOMPAGNA ALLA SCOPERTA DI...

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_181@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 7 **Audios**: 36 **Pictures**: 40

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☒ Poetry ☒ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☒ Teacher's voice ☐ One voice per page ☒ Many voices per page ☐ Guests ☐ Other: _____

Who speaks: ☒ Teacher ☐ One child per page ☒ Many children per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☐ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story presents a fairy godmother. This fairy godmother is the character that shows our five senses with examples made by children. Observation: Poetry, student dialogs.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 232 - NAME: LA FILIERA DEL LEGNO: DAL BOSCO ALLA CASA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_182@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☒ Primary ☐ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 6 **Audios**: 39 **Pictures**: 186

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☐ One voice per page ☒ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☒ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story shows the synthesis of a long project in order to know better the features and history of the territory, the main natural resources used in the past and focusing in wood, which is the one still available nowadays.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 155 - NAME: GLI ANNI 60

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_185@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 28 **Pictures**: 138

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story summarizes what was going on in the world and, specially, in Italy during the 60s describing well-know events like hippie movement, Marilyn Monroe, French May, Andy Warhol, feminism, The Beatles and several more.

Overall Rating: ☐ 1 star ☐ 2 stars ☒ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 113 - NAME: IL MOVIMENTO COOPERATIVO E LE CASSE RURALI IN FRIULI DALLE ORIGINI AI GIORNI NOSTRI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_188@policultura08	Friuli-Venezia Giulia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 8 **Audios**: 26 **Pictures**: 156

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story describes the events registered in Friuli after the Italy unity related with agriculture and credits requests, something hard to get in those days and fact that caused bad conditions in rural people.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 105 - NAME: COLORI E PROFUMI DELLA MURGIA DI ALTAMURA

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_191@policultura08	Puglia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 4 **Audios**: 16 **Pictures**: 43

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☒ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story relates the historical, ambiental and cultural resources presented in this territory.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 135 - NAME: IL BANCO INTERATTIVO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_194@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☒ Sec I ☐ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 1 **Audios**: 4 **Pictures**: 24

Image type: ☒ Downloaded pictures ☒ Original pictures ☒ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☒ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☐ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☐ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story describes the relation between the children and the new technological tools, like interactive blackboard, and proposing the use of a interactive desk, explaining the advantages of this tool.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 337 - NAME: LA RIFORMA PROTESTANTE E IL SACRO MACELLO VALTELLINESE

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_204@policultura08	Lombardia	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 14 **Pictures**: 59

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☒ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☒ Complementary information ☐ Synch with images ☐ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story is based on the history of Sacro Macello Valtellinese, including reformation movement and its development in a national level.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 325 - NAME: IL NOSTRO PASSATO...IL NOSTRO PRESENTE

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_206@policultura08	Campania	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 3 **Audios**: 17 **Pictures**: 63

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☒ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☒ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story shows how the old habits make an influence in the present and why is important to keep the past alive, in spite of the social context that sometimes causes lack of "historical memory".

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☐ 4 stars ☒ 5 stars

STORY ID: 264 - NAME: STRUMENTI MUSICALI DEL MONDO ANTICO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_207@policultura08	Campania	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☐ Sec II ☒

Multimedia tools used: ☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of: **Pages**: 5 **Audios**: 21 **Pictures**: 38

Image type: ☒ Downloaded pictures ☐ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☐ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☐ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story makes a revision of old musical instruments since the earliest populations.

Overall Rating: ☐ 1 star ☒ 2 stars ☐ 3 stars ☐ 4 stars ☐ 5 stars

STORY ID: 43 - NAME: IL MARE: "UNA RETE" DI MESTIERI E PASSIONI

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_208@policultura08	Toscana	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used:
☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of:
Pages: 3 **Audios**: 13 **Pictures**: 32

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☒ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☐ Historical event ☒ Science experience / Lab activity ☐ Local myths ☐ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☒ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☒ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☐ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story is based on the history of Porto San Stefano, a city well founded by fisher men that today represents an important seaside point for tourism.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

STORY ID: 206 - NAME: EX FLAMMIS RESURGO

Author:	**Region:**	**Language:**	**Target Audience Level:**
classe_314@policultura08	Toscana	IT ☒ EN ☐ dialect ☐	Kinder ☐ Primary ☐ Sec I ☒ Sec II ☐

Multimedia tools used:
☒ Text ☒ Images ☒ Sounds (mp3) ☐ Video (or Animation) ☐ Other

Number of:
Pages: 4 **Audios**: 18 **Pictures**: 105

Image type: ☒ Downloaded pictures ☒ Original pictures ☐ Scanned drawings ☐ Graphs ☐ Slides ☐ Maps ☐ Others

Literary genre:
☐ Traditional fantasy ☐ Modern fantasy ☐ Historical fiction ☐ Realistic fiction ☐ Science fiction ☐ Mystery
☐ Poetry ☐ Picture book ☒ Informational – Nonfiction ☐ Other: ——

Story subject:
☒ Historical event ☐ Science experience / Lab activity ☐ Local myths ☒ Origins of cities
☐ Games ☐ Historical character ☐ Popular character ☐ Other: ——

Sound role: ☐ Background music ☐ Complementary information ☐ Synch with images ☒ Synch with text ☐ Other: _____

Who speaks: ☐ Teacher's voice ☒ One voice per page ☐ Many voices per page ☐ Guests ☐ Other: _____

Experience: ☐ Introduced/Explained by teacher ☐ Introduced/Explained by children ☐ Documented in the History ☐ Other: ___
☐ Story originated by a pre -existing class project ☐ Story triggering a class project (outside the actual story work)

Communication goal: ☒ Informative ☐ Persuasive ☒ Educational ☐ Prevention ☐ Other: _____

Speaker perspective: ☒ First-person ☒ Third-person ☐ Third-person omniscient ☐ Distorted point-of-view. ☐ Other: _____

Short summary: The story talks about the damages of the II World War in a town.

Overall Rating: ☐ 1 star ☐ 2 stars ☐ 3 stars ☒ 4 stars ☐ 5 stars

ANNEX C: BIBLIOGRAFY

D. Bolchini, N. Di Blas, F. Garzotto, P. Paolini, A. Torrebruno. Simple, Fast, Cheap: Success Factors for Interactive Multimedia Tools (2007). PsychNology Journal, Volume 5, Number 3, 253-269.

J. E. Bartlett, J. W. Kotrlik, C. Higgins. Organizational research: Determining appropriate sample size for survey research (2001). Information Technology, Learning, and Performance Journal.

Bab Books Inc. "On-line stories & Resources for Kids" (2010) http://www.sundhagen.com/ babbooks/adlib.cgi

D. Bolchini, F. Garzotto, P. Paolini: Investigating success factors for hypermedia development tools (2008). Proceedings of the nineteenth ACM conference on Hypertext and hypermedia, Pittsburgh, PA, USA.

N. Di Blas, F. Garzotto, P. Paolini, A. Sabiescu. Digital Storytelling as a Whole-Class Learning Activity: Lessons from a three years project (2009). Proceedings of the 2nd Joint International Conference on Interactive Digital Storytelling: Interactive Storytelling.

N. Di Blas, F. Garzotto, C. Poggi. Web Engineering at the Frontier of the Web 2.0: Design patterns for online 3D shared spaces (2009).

P. Fernández S. (1996). Determinación del tamaño muestral. Unidad de Epidemiología Clínica y Bioestadística. Complexo Hospitalario Juan Canalejo. A Coruña.

F. Faux. Story Creations of Students with Special Educational Needs: Multimedia and Multimodal Literacies (2004).

F. Garzotto; S. Retalis. A critical perspective on design patterns for e-learning (2007). In L. Lockyer, S. Bennett, S. Agostinho, B. Harper (eds.)

S. Hammond; T. J. Smith; H. Pain. Children's Story Authoring with Propp's Morphology: An Exploratory Study (2008)

KidsCom Inc. "Write me a story" (2010): http://www.kidscom.com/

M. B. Miles, A. Michael Huberman. Qualitative Data Analysis (1994). SAGE Publications.

M. Matteucci. Lectures notes on Clustering Algorithms (2009) . http://home.dei.polimi.it/matteucc/Clustering/tutorial_html/.

J. B. MacQueen. Some Methods for classification and Analysis of Multivariate Observations (1967). Proceedings of 5-th Berkeley Symposium on Mathematical Statistics and Probability", Berkeley, University of California.

V. Propp. Morphology of the Folktale (1968). 2nd ed., rev. and ed. with pref. by Louis A. Wagner. Introd. by Alan Dundes. Austin: University of Texas. (First Engl. ed. 1958. Translated from Morfologiia skazki. Leningrad: Academia.1928.)

P. Paolini; E. Maccari, A. Torrebruno, Comunicare cultura con le nuove tecnologie (2009). http://www.policultura.it/.

P. Ricoeur . Hermeneutics and the human sciences (1981). Cambridge

E. Rubegni, A. Sabiescu, P. Paolini. One thousand and one stories: a format for multichannel multimedia narratives (2007). http://www.policultura.it/.

W. Ribarsky, J.D. Foley: Next-Generation Data Visualization Tools (1994). Frontiers in Visualization, pp. 103-127. Berlin: Springer-Verlag.

A. Torrebruno, P. Paolini, F. Garzotto, N. Di Blas, D. Bolchini, & C. Poggi (2008). “Instant Multimedia” for Educational Setting: A Success Story. In Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008 (pp. 538-544). Chesapeake, VA: AACE.

Tikatok Inc. “Tikatok – Imagine a Story. Create a Book”(2010): http://www.tikatok.com/