

**DDi+**  
Didattica Digitale  
Integrata Plus

# Sparking creativity in your classroom: letteratura creativa con Adobe Spark

Daisy De Gioannini





# I AM A CREATIVE EDUCATOR



**Daisy De Giannini**

 Adobe Spark

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[edex.adobe.com](https://edex.adobe.com)

- Animatore Digitale Liceo “Giolitti - Gandino” Bra
- Adobe Creative Educator ( Lev. 1 / Lev. 2)
- Google certified Educator ( Lev. 1)
- etwinner (Piemonte)

# LE 4C DEL XXI SECOLO

**COMUNICAZIONE**

**CREATIVITA'**



**PENSIERO  
CRITICO**

**COLLABORAZIONE**

Sp Adobe Spark

# dal testo all' attualità

## HISTORY

### The Restoration and the last Stuarts

**Charles II** Puritan rule did not last long; after Cromwell's death in 1658 and a short period of political uncertainty, in 1660 a new Parliament recalled the legitimate heir of the Stuart dynasty from his French exile. The Restoration was initially welcomed by the British people, who still strongly believed in the divine origins of the monarchy. The first concern of King **Charles II** (1660-85) was to reassert the predominance of the Church of England. Charles also **dissolved Parliament** and never again summoned it in the last four years of his reign. The early years of the Restoration were also marked by the tragic outbreak of the **Great Plague** (1665), which killed some 70,000 Londoners.

**James II** **James II** (1685-88), Charles II's brother, was a **Catholic** and was even more absolutist than his predecessor. He claimed the divine right of kings to decide over their country's destiny without consulting Parliament. He also began to put Catholics in positions of power in all branches of public life, including universities. This accelerated a secret plan to call in William of Orange, the champion of the Protestant cause in Europe and the husband of James's Protestant daughter, Mary.

**The Glorious Revolution and the reign of Queen Anne** William of Orange landed in England on November 5, 1688, with only a small force, but with most of the English on his side. **William and Mary** were jointly crowned king and queen in 1689. These events are usually referred to as the Glorious or Bloodless Revolution, glorious because it was bloodless. After Mary's death in 1694, William of Orange or **William III** (1689-1702) reigned alone. During his reign a series of laws were introduced which were to fix the course of modern Parliamentary England:

- the **Bill of Rights** (1689) established that the Crown would not be able to rule the country without Parliament;
- the **Toleration Act** (1689) granted dissenters (mostly Puritans) reasonable freedom of religion;
- the **Act of Settlement** (1701) ensured that within the royal family only Protestants could be heirs to the throne.

**Queen Anne** (1702-14), the Protestant daughter of James II and the last of the Stuarts, was the ruler of Great Britain after the **Act of Union** in 1707, which joined together the English and Scottish Parliaments.

**A foreign trade policy** To protect its interests abroad, Great Britain had entered the **War of the Spanish Succession** (1701-14) with Holland and Prussia against France, Spain and Portugal. Peace was made with France and Spain, and the **Treaty of Utrecht** was signed in 1713. Great Britain retained Gibraltar and Minorca, strategically important for their influence in the Mediterranean, and gained:

- Acadia and Hudson Bay, important for the maritime control of Canada, together with the Island of Newfoundland;
- permission to send a ship every year to trade with the Spanish South-American colonies, as well as the **monopoly of the African slave trade** for its own North-American colonies.



Queen Anne by Michael Dahl, c. 1702.

- At the beginning of the 18th century it became clear that Britain's foreign policy would be directed towards **protecting and increasing commercial interests abroad**. Private capital was used to support political enterprises. In 1694 the **Bank of England** had been founded – a national bank whose solidity was guaranteed by the State, and which was capable of attracting private capital at a reasonably low rate of interest. This could be used by the government to put its policy into practice.

## today

### Epidemics, then and now

#### FIRST READING - PART 2

Read the text and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning.

In 1722, Daniel Defoe pulled (0) off one of the great literary hoaxes of all time. *A Journal of the Plague Year*, he called his latest book. The title page promises 'Observations of the most remarkable occurrences' during the Great Plague of 1665, 'written by a citizen who continued all the while' in London. In actual fact, Defoe made it all up – from oral testimonies to the lord mayor's proclamations. And (1) this extraordinary book provides the most harrowing account of an epidemic ever published – and it really leaps off the page now in the era of COVID-19. We learn of the mass panic as people tried to understand where the disease came from, how it was transmitted, how it (2) be avoided, what chance you had if you caught it, and – most modern of all – how fake news and fake practitioners multiplied answers to all those questions. Bubonic plague was, of (3) far nastier than coronavirus. In its ordinary form – transmitted by fleabites – it was around 75% fatal, (4) in its lung-to-lung form, that figure went up to 95%. But in the way it was managed – and the effect it had on people's emotions and behaviour – there are eerie similarities amid the differences. The narrator ('HIF') becomes obsessed (5) the weekly mortality figures. They charted deaths by parish, giving a picture of how the plague was moving around the city. Still, it was impossible to be sure who had died directly of the disease, just (6) in the BBC news today we hear people have died 'with' rather than 'of' COVID-19. Reporting was difficult, partly because people were reluctant to admit there was an infection in the family. After all, they might be locked in their homes to catch the disease and die. HIF is appalled by those who opened up taverns and spent their days and nights drinking, mocking anyone who objected.

Adridged and adapted from theconversation.com

#### 1 VOCABULARY Find the opposites for these words in the text.

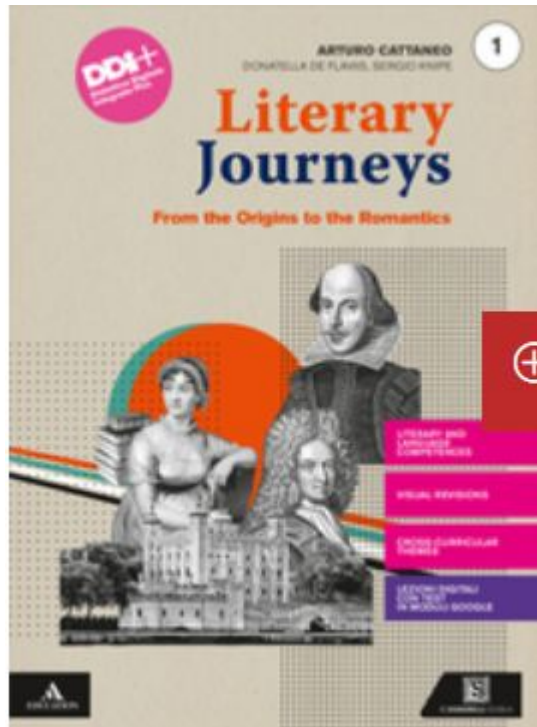
- 1 stability \_\_\_\_\_
- 2 illegitimate \_\_\_\_\_
- 3 successor \_\_\_\_\_
- 4 slowed down \_\_\_\_\_
- 5 against him \_\_\_\_\_
- 6 separately \_\_\_\_\_
- 7 bloody \_\_\_\_\_
- 8 abolished \_\_\_\_\_
- 9 conformists \_\_\_\_\_

#### 2 Answer the questions.

- 1 What was the Restoration and how did most people in Britain react to it?
- 2 What factors precipitated William of Orange's invasion of England?
- 3 How did William III directly promote Protestant interests?
- 4 What was the Treaty of Utrecht and how did it benefit Britain?

#### 3 WRITING Write four brief paragraphs explaining what is meant by: Glorious Revolution - Act of Settlement - Toleration Act - Act of Union

- 4 SPEAKING Surf the net and find information about another catastrophic event that occurred in the 17th century: the Fire of London. Take notes and prepare a short presentation about the topic.



sfoglia l' opera  
[LINK](#)

# Witness to the fire

Esempio pratico:  
**“The Great Fire of London”**

[4C Witness to the fire ddg](#)

[checklist](#)

e tu... quale esempio proporresti?  
[LINK al PADLET collaborativo](#)  
per brainstorming di letteratura  
<https://padlet.com/daisydegio/DDI>



# Adobe spark

versatilità e facilità di impiego

- **Blended learning**
- **Mobile learning**
- **Documentazione di attività, eventi, lavori e progetti**
- **Realizzazione di Portfolio e Diari di Apprendimento**
- **Competenza digitale**



# Adobe spark

Facile, online, free, graficamente efficace

- Per creare post sui social media
- Per creare video
- Per creare innovativi layout per presentazioni web

<https://spark.adobe.com/it-IT/?red=a>

 Adobe Spark

[Funzionalità](#) [Prezzi](#) [Blog](#) [Altre info](#) ▾

  
[Inizia ora](#)



## Trasforma le tue idee in storie visive incredibili

Crea in pochi minuti grafica per social, pagine Web e brevi video di impatto con Adobe Spark

[Inizia subito](#)

[▶ Guarda il video](#)





## Ti diamo il benvenuto in Adobe Spark

- Continua con Google
- Continua con Facebook
- Continua con Apple
- Registrati con l'e-mail
- Accedi con l'Adobe ID

### 1. PROCEDURA DI ISCRIZIONE

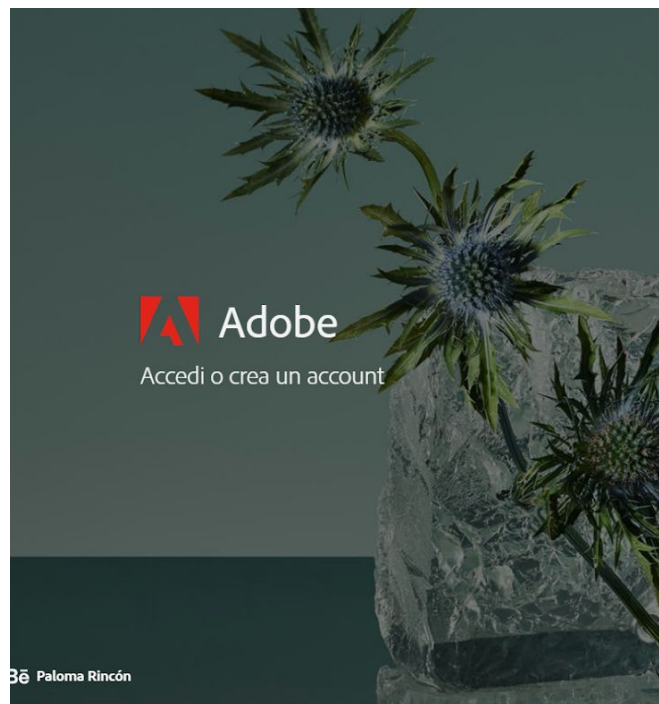
Con diverse modalità. Qui di fianco la scelta con email

Docente o studente?

Accedi con account istituto

2. Dopo aver completato il modulo cliccare su crea account

Crea account



### Crea un account

Hai già un account? [Accedi](#)

Indirizzo e-mail

Nome

Cognome

Password

Data di nascita

Giorno

Mese

Anno

gennaio

Paese/Regione

Italia

La famiglia delle aziende Adobe potrebbe informarmi tramite e-mail personalizzate in merito a prodotti e servizi. Consulta [l'Informativa sulla privacy](#) per ulteriori informazioni o per cancellarti in qualsiasi momento.

Contattatemi via e-mail

Facendo clic su Crea account, confermo di aver letto e accettato le [Condizioni d'uso](#) e l'[Infor](#)

Una volta registrati cliccare su **Crea un progetto** e apparirà una tendina di scelta

The image shows a user interface for creating projects. On the left, there is a navigation menu with a 'Crea un progetto' button. A large pink arrow points from this button to a dropdown menu on the right. The dropdown menu lists various project types: Volantino, Post Instagram, Copertina Facebook, Collage, Pagina Web, Video, Grafica con marchio, and Grafica di dimensioni personalizzate. On the far right, three arrows point from text labels to the 'Volantino', 'Pagina Web', and 'Video' options in the dropdown menu.

**Sp** Fatti notare. [Aggiorna](#)

**+ Crea un progetto**

**Home di daisy**

Progetti

Marchi

[Suggerimenti social media](#)

**+ Crea un progetto**

- Volantino
- Post Instagram
- Copertina Facebook
- Collage
- Pagina Web
- Video
- Grafica con marchio
- Grafica di dimensioni personalizzate

[Vedi tutto](#)

Composizioni per social media

Presentazione online

Brevi video

# Adobe spark

## Pagina web

Esempi di attività

- <https://spark.adobe.com/page/un9eT9PBD0Gsa/> just survive
- <https://spark.adobe.com/page/0EPV3FQDYTKIH/> educazione digitale
- <https://spark.adobe.com/page/2Msb77aw515h7/> Frankenstein
- <https://spark.adobe.com/page/SNqlbpohJl8fc/> our etwinning project

## video

Esempi di attività

- <https://spark.adobe.com/video/daXA1HzkaF5s0> the great fire of London
- <https://spark.adobe.com/video/GCiWuYahI0Kdw> video compiti delle vacanze
- <https://spark.adobe.com/video/0lioLs1U8dMjo> video PSD

# Video tutorial

- <https://www.youtube.com/watch?v=LnT2coqg8pA&feature=youtu.be>

Video tutorial di G. Marini (completo 30 min)

- <https://youtu.be/0cveCOpzZfc>

Video tutorial di G. Paladino (11 min)

- <https://www.youtube.com/watch?v=gHhj8xqdjvg&feature=youtu.be>

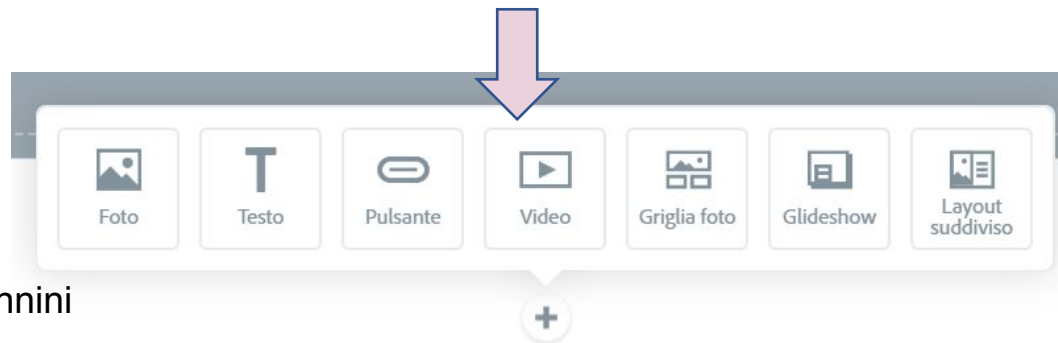
Video tutorial di G Marini (sintetico 15 min)



# Pagina web



**3.** Scorrendo verso il basso si evidenziano diverse modalità di prosecuzione: inserimento di foto, testo, pulsante per rimandi ipertestuali, inserimento di video, di foto in griglia o a scorrimento (glideshow) e possibilità di dividere il layout in due porzioni.



- 1.** Inserire titolo, sottotitolo e foto
- 2.** Cliccando su foto si hanno diverse modalità di inserimento

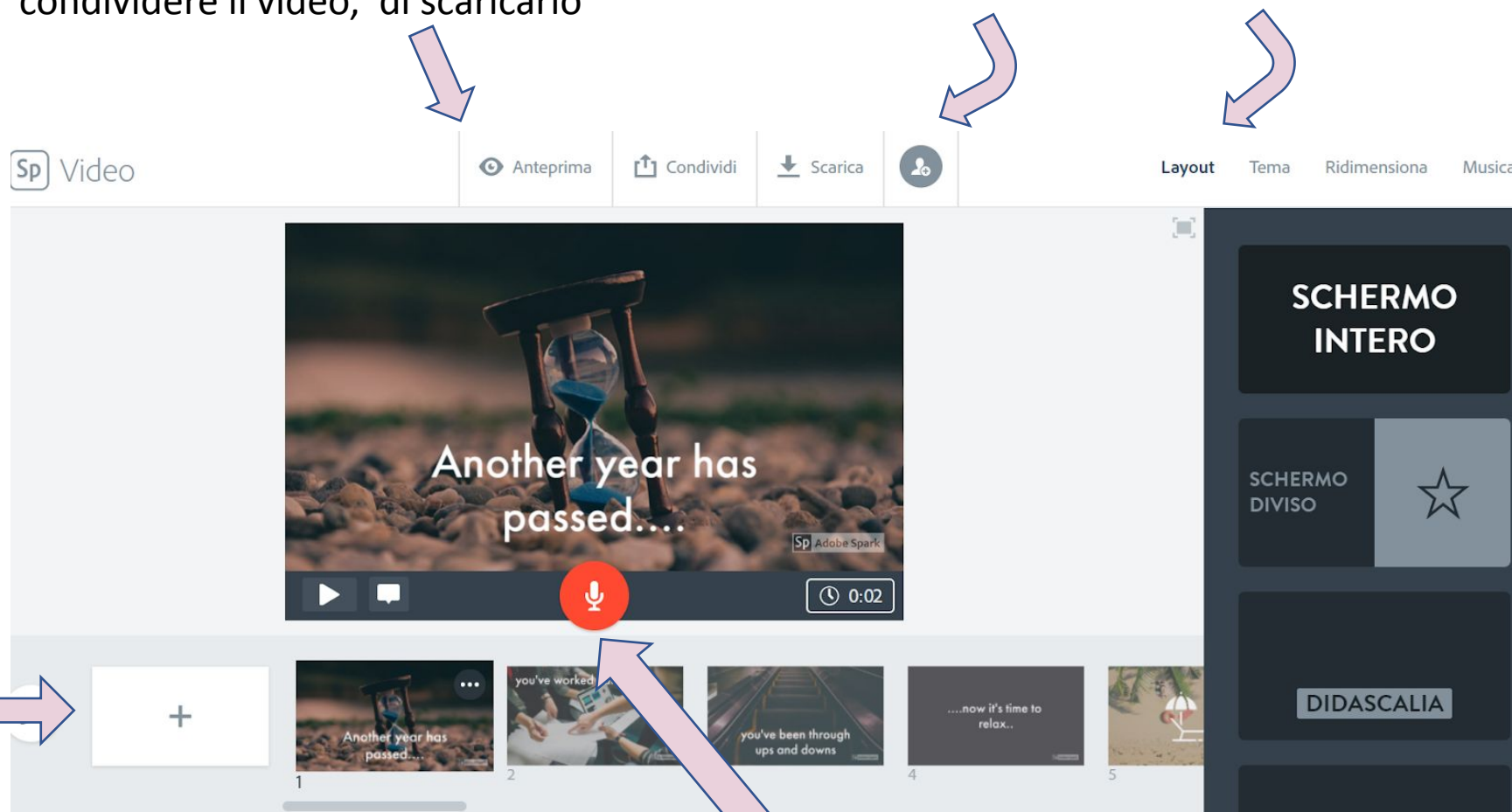


# Video

1. Possibilità di visualizzare una versione in anteprima, di condividere il video, di scaricarlo

2. Possibilità di attività di collaborazione simultanea

3. Possibilità di scelta del layout, tema, musica



4. Schema di creazione con slides e possibilità di aggiungerne altre (+)

5. Possibilità di aggiungere la registrazione voce nel video cliccando sul microfono

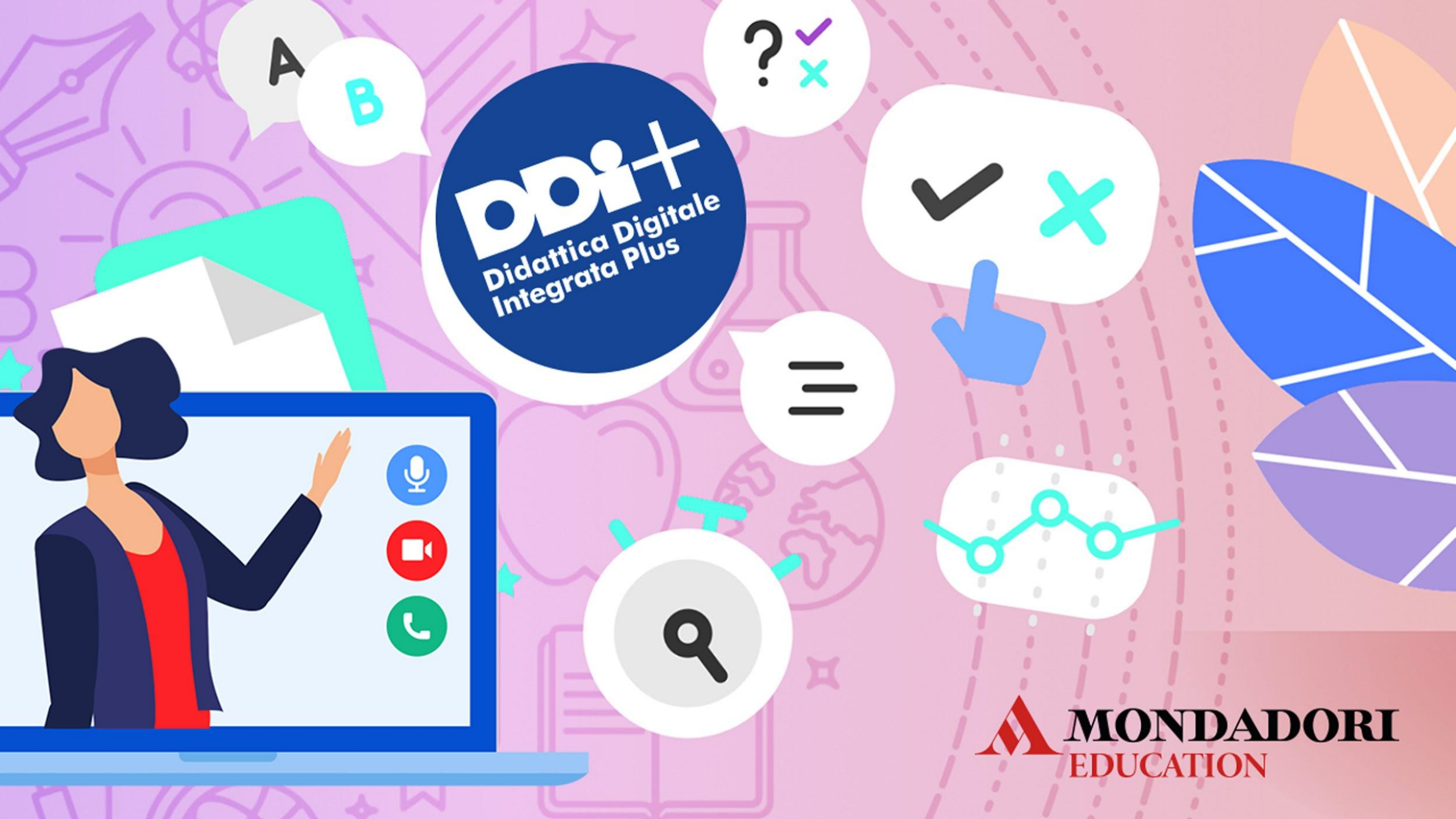
# Grazie per l' attenzione !!

“

Technology will never replace great teachers, but technology in the hands of a great teacher can be transformational.

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GEORGE COUROS



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