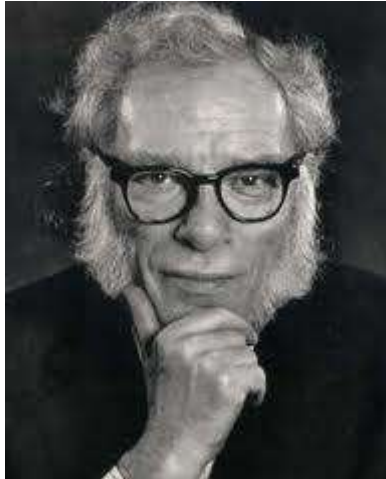


Book title

I, Robot

Author

Isaac Asimov



Bibliographic information

Isaac Asimov- Io, robot - Edizioni Mondadori - 2003

Links (adaptations, reviews, full texts etc.)

- <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxlcHViaXRhbGlhbm98Z3g6NiM2MmNiNGRkZDhiMjJmZg>
- <http://ilove-books.blogspot.it/2012/12/recensione-io-robot-di-isaac-asimov.html>

Theme

Science fiction

Short summary

In the first part the protagonists are two scientists and their stories are connected to the contrasts in the three laws of robotics. In the second part the protagonist is a robopsychologist who manages to solve the conflicts in the robots' brains.

Why is the story appropriate for the targeted groups of RSP readers?

Science fiction is appreciated by teenagers. The style of the stories is fluent; the syntax is linear and the lexis is simple and clear, but especially the story is gripping.

What are the distinguished readers interests reflected by this book/story?

The story analyses the world of robots and robotics that have always stimulated teenagers' fantasy and interest.



Why is this story motivational for the pupils?

Because it develops fantasy and creativity and makes us reflect upon a future which is approaching fast.

Is there a historical, political, multi/inter cultural, migrant or similar context recognized in this book/story?

There is the theme of psychology, of its limits and possible dangers.

Is there a principle of inclusion reflected in this book/story and does it promote understanding of cultural diversities and heritage?

Even the robot is seen as "different" and in some passages, the story teaches us to understand and receive those who are not like us.

METHODOLOGY

Title of Activity

Debating

Description of educational activity

Duration: 2 hours

Pupils' age: 15-16

Organization of the class of pupils: group work

Pupils' tasks: Students carefully study the texts in order to discuss the main topic of the text, at first, freely, and later, guided by specific questions asked by teachers.

Support materials:

- articles and essays students find on the Internet.

Evaluation and assessment method: This activity will be assessed by students themselves, while making comparisons. Students love exchanging opinions on what they have previously read on their own: they get involved when they compare their views/impressions and later, with the help of the teacher, they are led to reflect upon burning issues such as, the unstoppable process of robots' replacing men in several workplaces or excessive and somewhat dangerous humanisation of machines.

Effect of the activity on RSP reading: Exchanging viewpoints on contemporary issues, while drawing on a book as a common heritage, surely helps and promotes love of reading.

Connection to curriculum

Grade: 3rd year



Related objectives: discussing and defending personal ideas and opinions is one of the main objectives of the 3rd year (students also learn how to write an essay throughout the 3rd year).

Knowledge: reading, understanding and developing personal opinions

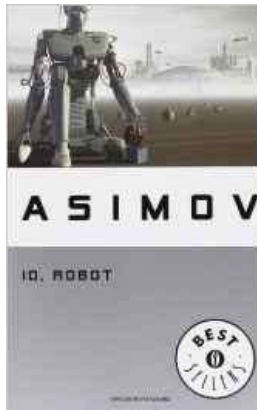
Skills: working in groups, singling out/spotting the main information of a text

Competences: connecting fiction and reality, defending and supporting an opinion

Bibliographic reference to be used during the activity

Italian version

Isaac Asimov
Io, robot
Arnoldo Mondadori Editore
2004
pp. 271
ISBN 88-04-53410-9.



Digital sources

The 2004 filmed version of "I, robot" starring Will Smith is extremely renowned. Moreover, with regards to the topic of man's enslaving process to technology, it could be worth watching, Black Mirror, the TV series broadcast on Netflix.

Results

Linking ideas and important issues, while reading texts. Making observations, reflecting and wondering about crucial matters

Recommendations

Discussing and debating enable students to fully get engaged in reading, to realise how close it is to their daily lives and to arouse their curiosity and doubts. The teacher can evaluate what students have actually understood and achieved.