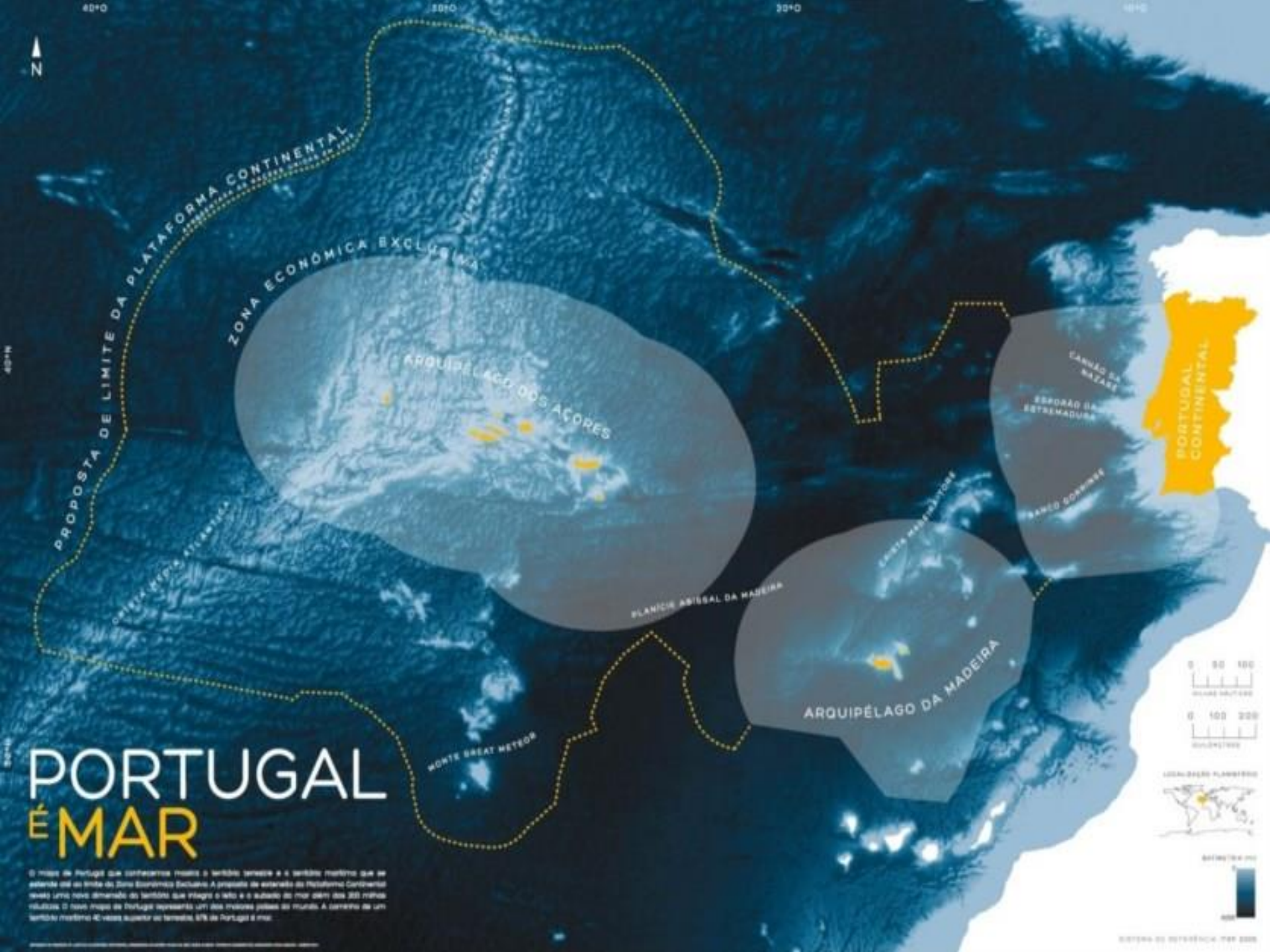


**Agrupamento de Escolas Anselmo de Andrade**  
**Cluj-Napoca – Romania, 30th October 2019**



**Erasmus + Project**  
**“Connecting Seas”**  
*Portugal*

**Erasmus+ KA229 School Exchange Partnership**  
**Short-Term Joint Staff-Training Event (C1)**  
**2019-1-RO01-KA229-063231\_4**  
**2019 - 2020**



# PORTUGAL É MAR

O mapa de Portugal que conhecemos mostra o território terrestre e o território marítimo que se estende até ao limite da Zona Económica Exclusiva. A proposta de extensão da Plataforma Continental revela um novo dimensão do território que integra o leito e o subsolo do mar além dos 200 metros de profundidade. O novo mapa de Portugal representa um dos maiores países do mundo. A extensão de um território marítimo 40 vezes superior ao terrestre, 67% de Portugal é mar.



1st Demonstrative lesson

Theme: “Diversity of the Portuguese Sea Life”

Topics:

- **Portugal is Sea**

A – Constitution of the national territory; description of the Portuguese maritime boundary (the continental shelf, the upwelling, Exclusive Economic Zone - EEZ, The Law on the Seas and The Action Plan for a Maritime Strategy in the Atlantic Area);

B – Biodiversity in national waters: fishery and marine resources as well as resources from the ocean bottom.

**Study case: The sardine**

## 1st Demonstrative lesson

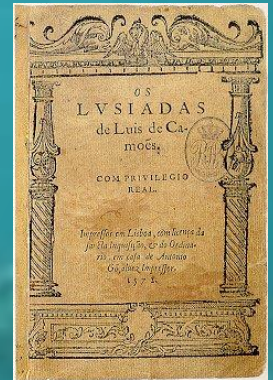
Practical activities (working groups of 5 students each)

## Students' Work Guidelines

### SG1 – Content workpaper (scientific area)

The Law of the Seas; the rights/competences and obligations of a coastal state over its maritime territory; identification of the maritime zones and their limits; Continental Shelf; the Upwelling.

### SG2 - The Ocean in Portuguese Literature (Cultural heritage).



### SG3 - The sardines in the Portuguese Culture (cultural heritage).





## 2nd Demonstrative lesson

### Theme:

# “Migration by Sea in the History of Portugal”

### Topics:

**A - The Portuguese area and the migration of peoples before the nationality; the Roman remains: merchandise and Mediterranean commercial routes.**

**B - The Atlantic Migrations in the 18th century: their causes, destinations and the implementation of the communities; the Atlantic relationships within communities.**



## 2nd Demonstrative lesson

**Practical activities** (working groups of 5 students each)

### **Students' Work Guidelines**

#### **SG1 – Content workpaper (scientific area)**

Maps with Roman routes; online research on traded products; Research on the reasons for the European migration in the 18th century; the Portuguese migration (viewing short videos).

**SG2 - The influence of the Roman occupation on the origin of the Portuguese language (Romanic).**

**SG3 - The migration by sea in the Portuguese Folk culture and traditions.**







### 3rd Demonstrative lesson

Theme: “Protect and preserve the Portuguese sea”

### Topics:

**A - The preservation of marine biodiversity;** fishing quotas (allocations) by the Fisheries Policy of the EU; protected areas and species; sustainable policies and resources; management and ecotourism.

**B – Portuguese legislation concerning the pollution of the sea ;** the national organization to handle sea pollution occurrences.





## 3rd Demonstrative lesson

Practical activities (working groups of 5 students each)

### Students' Work Guidelines

**SG1 – Content workpaper (scientific area)**

**SG2 - Work students 'guideline activity** (Cultural heritage: Literature and Culture)

**SG3 - Work students 'guideline activity** (Cultural heritage: Folk culture and traditions).



Bordallo II - One Strange Rock



## 4th Demonstrative lesson

# Theme: “Portugal - The Conquerors of the Sea”

## Topics:

### A - The Discoveries

Name three major Portuguese navigators: refer to their sea routes discovered. The maritime techniques they used (examples given by a video and some pictures).

### B - Maritime Transportation and Globalization

Movement of merchandise and passengers in the national ports (quantity and value in the economy/projections); European Global Market + The Atlantic Trade – location and geostrategy.



## **4th Demonstrative lesson**

**Practical activities** (working groups of 5 students each)

### **Students' Work Guidelines**

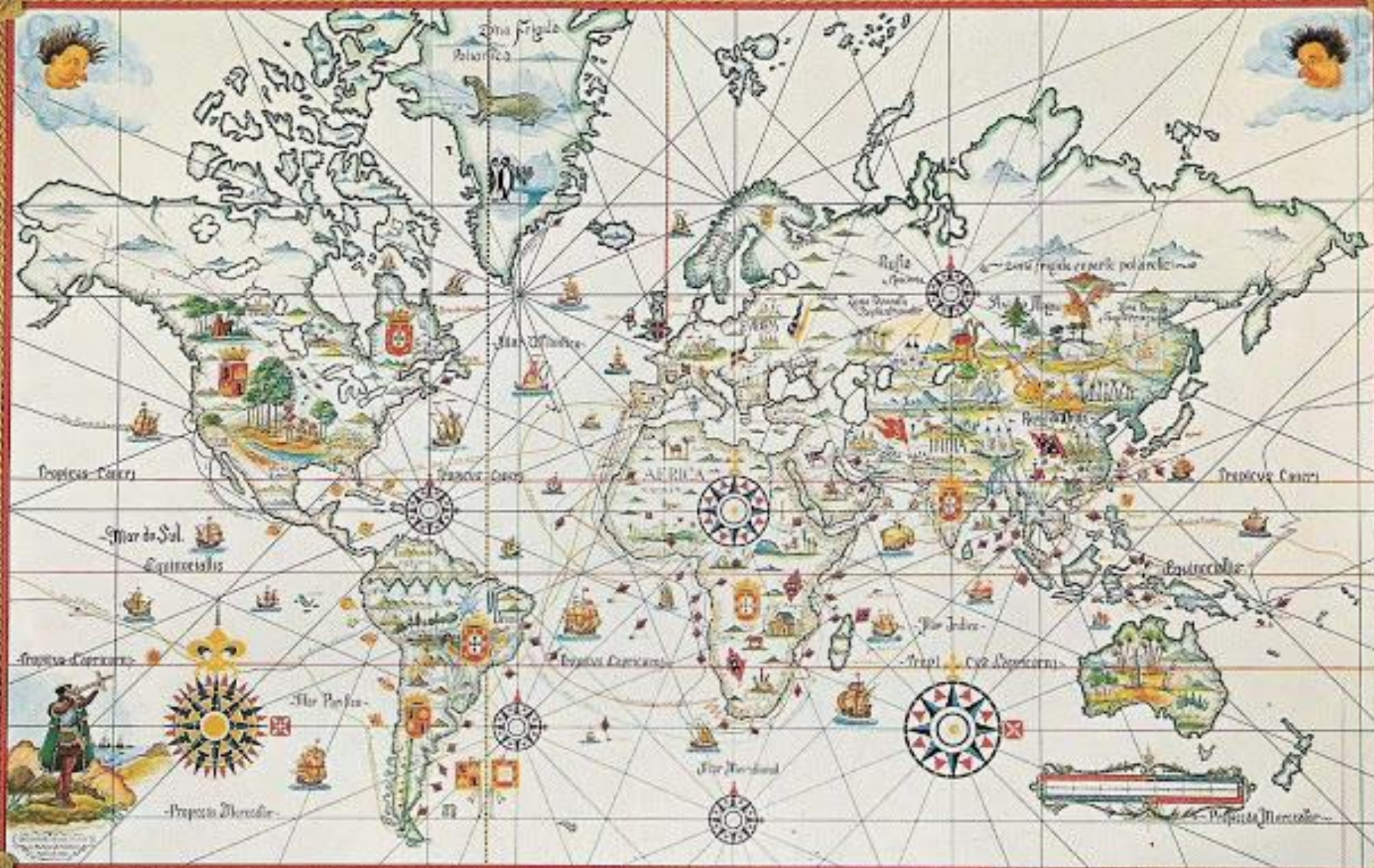
#### **SG1 – Content workpaper (scientific area)**

Roman routes; The items traded, mainly fish and salting; The production of Garum (a fish sauce); The Portuguese sea routes and products traded through the Atlantic and the Indian Oceans; The Portuguese goods which were exported by the European sea routes.

**SG2 - The Portuguese language around the world (Cultural heritage: the Community of the Portuguese Language Countries).**

**SG3 - Work students 'guideline activity (Cultural heritage: Folk culture and traditions; Art and Handicraft).**





Una frigida  
Asiatica

Asia  
a frigida

zona frigida et arctic polarctica

Tropicus Canceri

Tropicus Canceri

AFRICA

Tropicus Canceri

Mar do Sul  
Equinoctialis

Tropicus Capricorni

Mar Pacifico

Tropicus Capricorni

Tropicus Capricorni

Mar Indico

Tropicus Capricorni

Equinoctialis

Mar Atlanticum

Profunditas Martialis