

MUSEO ITALIANO EDUCATION KIT

Acknowledgements

Education kit developed by:
Daniel Torcasio, Co.As.It Education Officer, NGV,
Rosaria Zarro, Co.As.It Education Officer, Museum Victoria
Nic Panayotis, Co.As.It Secondary School Advisor
Pike Design

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TEACHER NOTES

The aim of *Museo Italiano* is to display and interpret the experience of Italians who journeyed to Australia and settled in Victoria. The exhibition explores the themes of *Departures, Making Lives, Settlement, Interactions, Identity* and a *Timeline* that puts into context the world events alongside Australian events and the Italian Australian events in Victoria.

The *Museo* is located at 199 Faraday St, Carlton and was developed and produced through funding made available by the Victorian Multicultural Commission's Precinct Enhancement Fund.

How to use this resource

The main audience for this education resource are students and teachers of Italian, however, included in the *Tuning In* and *Post-visit* activities are questions that link to English and Humanities – History curriculum. Links are also made to Personal Learning, Civics and Citizenship, Communication and Thinking Processes and ICT.

The year levels indicated for Beginners, Intermediate and Advanced are a guide only; teachers are encouraged to match activities to their students' language skills and abilities in Italian.

The *Tuning In* activities are to be undertaken at school before the visit to *Museo Italiano*. These activities are designed to engage the students and to give them a context to the exhibition. The activities focus on the first three sections of the exhibition – *Departures, Making Lives* and *Settlement*.

The *Post-visit* activities are designed to enrich student understanding once they have explored the exhibition and these activities are based on the themes in the exhibition of *Interactions* and *Identity*. The *Post-visit* activities also provide students with the opportunity to complete a presentation or publication based on the multimedia in the exhibition. Students are encouraged to publish and share with fellow students a multimedia presentation using a medium of their choice.

Key themes

The *Tuning In* activities, *Self-guided* activities and the *Post-visit* activities cover a range of themes that link with typical themes covered in the Italian curriculum. Here are some examples.

la vita quotidiana – Household objects (coffee machines, rolling pin for ravioli, pizzette moulds, mostardo moulds, tiffins)

Message: Connecting with culture and transporting Italy to Australia.

il divertimento – Musical instruments and theatrical masks

Message: Maintaining culture, bringing people together and expressing one's Italianism.

lo sport – Objects (Commonwealth Olympic medals, boxing gloves and football)

Message: Acquiring / assimilating and accepting the 'new' culture.

il lavoro – Objects (barber, terrazzo tools, concrete tools, medical instruments, tailor tools, architect tools and photography equipment)

Message: Setting up for the future, establishing professional identity, acquiring of new skills and matching old skills to needs of Australian society.

i bambini – Objects (games, toys and school/language) Message: Growing up in a new culture.

This education kit provides *Tuning In*, *During the visit* and *Post visit activities* in English. These activities link to the domains of English and Humanities-History.

Key English concepts investigated are:

- language (written and through the use of images)
- multiculturalism/assimilation
- immigration and work
- family values/identity
- emotions.

Key Humanities-History concepts investigated are:

- change
- culture, customs and traditions
- history
- values
- lifestyles.

In Years 10-12, links can be made in the following subject areas of History—

Unit 1: Applied history in the local community: People and place

Unit 4: Australian history: Debating Australia's future 1960 to 2000 - attitudes to immigration.

Curriculum Links

Victorian Essential Learning Standards <http://vels.vcaa.vic.edu.au/essential/discipline/lotte/>

Domain, dimension & standards	Key elements of standards
Discipline Based Learning	
Humanities – History Historical knowledge and Understanding	<p>Level 5: Students analyze change and continuity over time and compare key aspects of past and present societies. Develop an understanding of the cultural groups which have contributed to the Australian identity. This could include some history of source countries for Australian immigration such as Italy.</p> <p>Level 6: Students make links between historical and contemporary issues.</p>
Historical Reasoning and Interpretation	<p>Level 5: Students plan their investigation and report on their findings. They use a range of primary and secondary sources including visual sources, photographs and political cartoons that are drawn on in their investigation of the past.</p> <p>Level 6: Students frame research questions and locate relevant resources via the <i>Italian Carlton</i> website and other online resources. They critically evaluate sources of evidence for context, information, reliability, objectivity and bias. They recognize that in history there are multiple perspectives and partial explanations. They use evidence to support arguments and select and use appropriate written and spoken forms to communicate and develop historical explanations in a variety of oral, written and electronic forms.</p>
LOTE – Italian Communicating in a language other than English	<p>Level 4 – Pathway 1 & 2: Read and respond to simple and familiar text; write in the language using modeled texts; use basic structures to respond to simple questions; understand new words introduced into familiar written texts, predicting from clues.</p> <p>Level 5 – Pathway 1: Students recall most of the ideas, objects and details presented in the language; students participate effectively in role-plays and conversations on simple topics; they create simple original text for specific audience in print and electronic form; write paragraphs and linked sequences.</p> <p>Level 5 – Pathway 2: Students make logical attempts to decipher meaning from written and spoken input; students communicate by referring to a range of models and responding to the teacher; write paragraphs and linked sequences initially with a model and then independently; students read a range of short texts for meaning; they express themselves in writing through print and electronic form.</p>

Interdisciplinary Learning	
Thinking Processes	Level 4 – 5: Reasoning, processing & inquiry Demonstrate flexibility in their thinking in a range of contexts.
Creativity	Level 4 – 5: Students use creative thinking strategies to generate imaginative solutions when solving problems.
Reflection, evaluation and meta-cognition	Level 4 – 5: Use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness.
Communication	<p>Level 4: Listening, viewing and responding/presenting. Students ask clarifying questions about ideas and information they listen to and view; students summarize and organize ideas and information, logically and clearly in a range of presentations.</p> <p>Level 5: Listening, viewing and responding/ presenting. Students modify their verbal and non-verbal responses to suit particular audiences. They interpret complex information and evaluate the effectiveness of its presentation. Students use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience.</p> <p>Level 6: Listening, viewing and responding/ presenting. Students identify ways in which complex messages are effectively conveyed and apply this knowledge to their communication. When listening, viewing and responding, they consider alternative views, recognize multiple possible interpretations and respond with insight. In presenting they select suitable resources and technologies to effectively communicate.</p>

LOTE and the e⁵ Instructional Model

The Department of Education and Early Childhood Development's e⁵ Instructional Model can be easily implemented into *Museo Italiano* education kit. The kit includes a range of activities that enable teachers to:

- **engage** students by stimulating interest and curiosity, promoting questioning and eliciting prior knowledge about migration history
- support students to investigate and **explore** ideas about the Italian migration story
- explicitly teach and **explain** relevant knowledge and language pertaining to migration and identity
- **elaborate** on students' learning by continuously extending and refining students' understanding through substantive conversations and activities that incorporate higher order thinking
- **evaluate** students by providing feedback and assisting students to evaluate their own progress and achievements in relation to the various tasks

The Model can also be used to support teachers to reflect on their instructional practice. It assists them to identify professional learning opportunities to build their capacity around the capabilities and domains of learning presented in the model.

More information on the e5 Instructional Model can be found at <http://www.education.vic.gov.au/proflearning/e5/default.htm>

Planning an excursion to *Museo Italiano*

Schools may visit *Museo Italiano* for a self-guided or a staff-led program.

All school groups must be booked into the exhibition. Teachers can arrange this by calling the Booking Office at Museo Italiano on **9349-9080** between 9am-5pm Monday–Friday.

Museo Italiano exhibition is open for school visits from Tuesday-Friday at the following times: 10am, 11am, 12midday, 1pm & 2pm. Staff led programs, *La storia in valigia* and *Museo Italiano* introductory talk are available on Wednesdays, Thursdays and Fridays at 10am, 11.30am and 1pm.

Cost of staff-led sessions: \$66 (up to 30 students) or \$33 (1-10 students)

Sample of excursion to Museo Italian for Beginners and Intermediate level:

- | | |
|--|-----------------|
| a) Staff led program – Hands on suitcase experience based on the five themes and personal stories. | (45-60 minutes) |
| b) Exhibition visit – with <i>Self guided</i> activities | (30-45 minutes) |
| c) Italian Carlton walk – <i>Self guided</i> activities | (30-40 minutes) |

Total time for excursion: 2.5 hours

Sample of excursion to Museo Italian for Advanced level:

- | | |
|--|-----------------|
| a) Staff led program – Introductory talk with a focus on the themes of contribution and identity of Italian in Victoria. | (45-60 minutes) |
| b) Exhibition visit – with <i>Self guided</i> activities | (30-40 minutes) |
| c) Italian Carlton walk – <i>Self guided</i> activities | (30-40 minutes) |

Total time for excursion: 2.5 hours

Staff-led programs

The *Museo Italiano* exhibition will be offering targeted staff led language programs for Primary and Secondary students of Italian. The programs offered include:

La storia in valigia – Exploring Italian migrant stories using material culture Years 5-9

A student centred program that explores, through hands-on exploration of objects, the stories of Italian migrants and their contribution.

Students use comprehension, reading, writing and speaking skills in Italian throughout the workshop. The workshop will cater for all levels of comprehension.

Museo Italiano Introductory talk for Advanced level of Italian Years 10-12

An introductory talk in Italian of the exhibition with a focus on the contribution and identity of Italians in Victoria and the intercultural exchange between Australians and Italians. The session will focus on key migrant stories and themes within the exhibition and will be followed by a visit to *Museo Italiano*.

Self-guided language activities at *Museo Italiano*

The museum activities are designed for students of Italian at beginners, intermediate or advanced level of Italian. Students can work independently or in small groups. Teachers should choose activities according to their student's ability in the language and teachers are encouraged to look at all activities. Teachers should also give a variety of activities to pairs of students instead of giving the same activities to each student.

For Beginners level (Years 4-7) there are activities that the Italian language teacher can print out and photocopy and bring with the students on the day. The activities navigate the students through the exhibition with a focus on material culture, the exploration of stories through the objects that migrants brought with them and the objects that represent maintenance of culture and contribution to Australian society.

For Intermediate level (Years 8-10) there are activities that the Italian language teacher can print out and photocopy and bring with the students on the day. The activities navigate the students through the exhibition with a focus on material culture, the exploration of stories through the objects that migrants brought with them and the objects that represent maintenance of culture and contribution to Australian society. It is desirable if the language teacher looks at activities in the Beginners section and mixes the variety of activities so that students are not doing the exact same activities.

For Advanced level (Years 10-12) there are activities that the Italian language teacher can print out and photocopy and bring with the students on the day. The activities navigate the students through the exhibition with a focus on exploring further the themes of contribution and identity within a social and political context.

The excursion: Checklist for teachers and students

Excursions can be a powerful learning experience for students, but this needs careful facilitation by teachers. Preparation of students informing them about the intended outcomes of a visit to *Museo Italiano* and involving them in the planning process- will greatly enhance the experience.

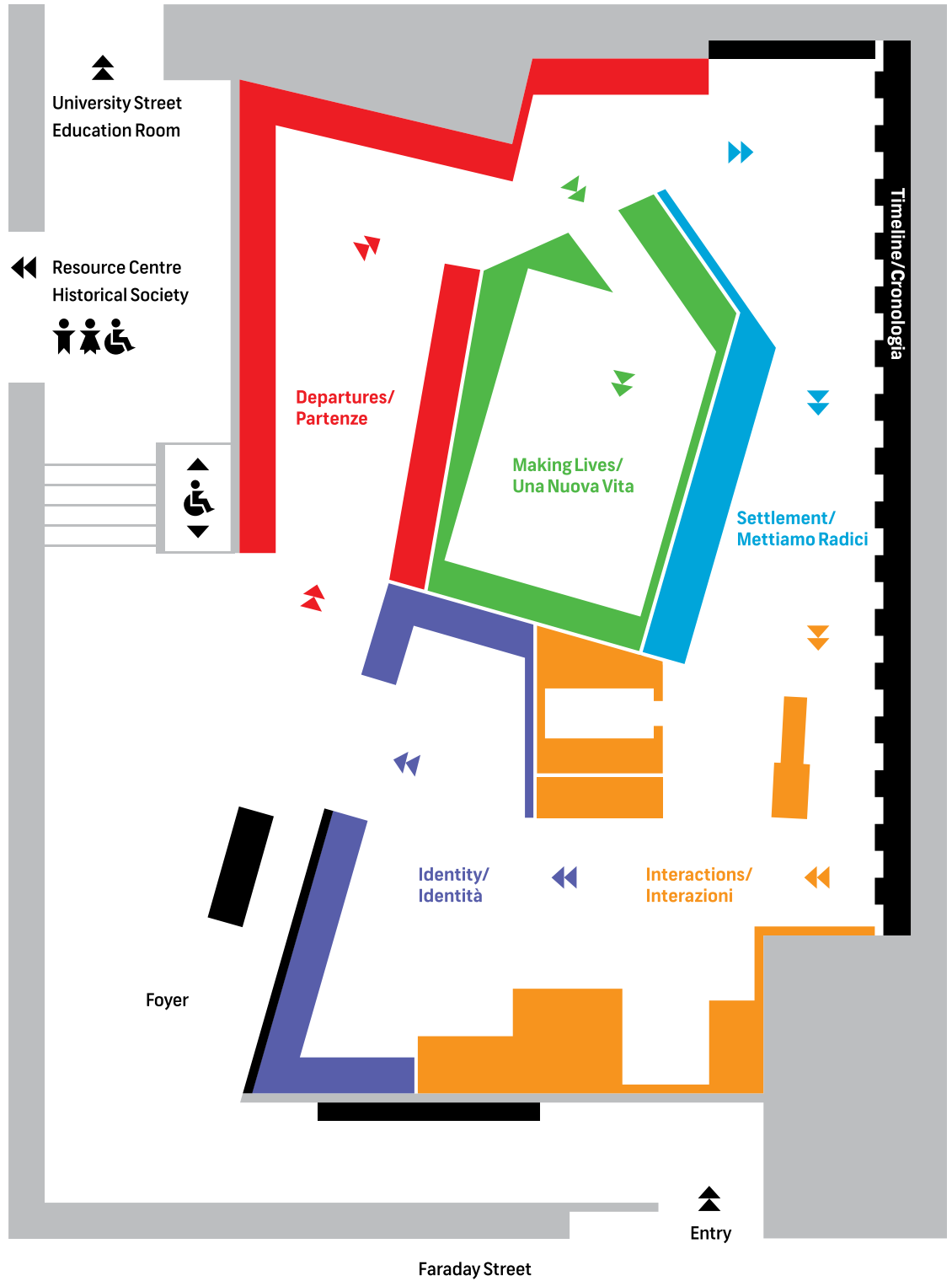
Teachers should also undertake a selection of *Tuning In* activities before the visit and download the *Self guided* activities.

- Ensure there are sufficient accompanying adults. The suggested ratio is 1:10 Primary, and 1:20 Secondary.
- Ensure that students have a pen or pencil for the excursion and clipboards.
- Please discourage students from bringing bags as there is limited space for cloakings.
- It is important that students are briefed prior to arrival that behaviour such as running, pushing and yelling are unacceptable and may damage exhibits and intrude on the rights of other visitors to enjoy the exhibition. Students are expected to listen carefully to instructions given by museum staff.

On the day of the excursion

- If coming by bus, teachers should organize for the bus to drop off students on the corner of Faraday and Drummond Street. Students and teachers enter *Museo Italiano*, from the front entrance at **199 Faraday St, Carlton** and wait at the reception desk, on the ground floor of the exhibition.
- Upon arrival, a *Museo Italiano* staff member will greet you.
- If doing the *Self-guided* option a brief introduction will be given by the Museum staff member and then small groups of students will be directed towards the *Departures* section of the exhibition. Depending on the size of the group this may happen in intervals. Classroom teachers should bring along the *Self-guided* activities for the exhibition visit.
- If the school chooses the staff led program at 10 am, 11.30am or 1pm, an Education Officer will greet the group and the students will make their way to the education space for their session. In the session students will be given all materials required for the session but teachers should download the *Self-guided* activities for the exhibition visit.
- Students are encouraged to leave bags at school.

MUSEO ITALIANO EXHIBITION



Exhibition Notes

Coffee and spaghetti bolognese are not the only contributions of Italian migrants to Australia. *Museo Italiano Melbourne* is a new permanent exhibition that explores the experiences of Italian migrants to Australia, the ways that their culture has influenced Australian life and the distinct Italian Australian culture that has developed through the meeting of Italian culture and the Australian context. The exhibition is structured into 6 sections, as described below.

- **Departures**, an in-body multimedia presentation which gives the visitor some sense of the wrench migrants experienced as they journeyed to their new life. It explores the dislocation, culture shock, sense of adventure and anticipation that migrants experienced as they left their homes in search of opportunity and refuge. They came to a place far away and very different from everything they had known.
- **Making Lives** is a ten minute film that gives an impression of the life and community that Italians created in Carlton from the earliest days of settlement. Nineteenth century arrivals made significant contributions to the development of the city. Italian presence in Melbourne was already strong by the turn of the twentieth century as musicians from Viggiano settled in and around Argyle Square. This film traces the history of settlement to Carlton and the later move to the suburbs. The material drawn from many sources includes many, many beautiful images from the Italian Historical Society collection.
- **A Timeline** of Australian, Italian and Australian-Italian history contextualises the other displays in the *Museo Italiano*. Brief and accessible historical markers are supported by images to give the visitor a deeper understanding of the historical context of Italian migration to Melbourne.
- The **Settlement** object case displays objects from the mass migration period, when Italian migration to Melbourne was at its height. The objects and accompanying stories tell of the ways that Italian migrants re-established their work, home and community lives in the Australian context and landscape.
- The **Interactions** section of *Museo Italiano* explores 4 significant platforms through which the Italians and the broader Australian community were able to interact and influence each other. These areas are food, language, performance and sport. Objects in this section have been selected to tell significant stories about the community and the two way exchange. Objects include one of the first espresso machines imported to Melbourne, a jersey made to celebrate the naming of the Italian AFL team of the century, the film clip of Joe Dolce's iconic, ironic song, "Shuddup you face", and the unique dictionary of Australian-Italian.
- **Identity** is a collection of 16 short documentary films made for *Museo Italiano* that explore the ways that contemporary Italian-Australians maintain and foster their connection with their Italian heritage. Interviewees include Carlton AFL player Andrew Carrazzo, songwriter and conductor Kavisha Mazzella, filmmaker Santo Cilauro, kick boxer and café owner Sam Greco, theatre producers Raimondo and Adriano Cortese.
- There are also a number of interactives that encourage visitors to engage and empathise with the experience of Italian migrants:

Answer the Question: Where does your family come from? And have your experience included in the exhibition;

View realist filmmaker Giorgio Mangiamele's ***The Spag***;

Take your picture in front of the Photo 900 Studio and have your image included in the *Museo Italiano* photo gallery on Flickr.

Learning Journal for visit to *Museo Italiano*

My Goals:

Reflection of learning prior to visiting *Museo Italiano*:

Reflection after visiting *Museo Italiano*:

Reflection at the end of the Unit:

Resources:

Many of the resources below are available at *Museo Italiano* Resource Centre, 199 Faraday St, Carlton VIC 3053. Open Tuesday to Friday 9-5pm.

For membership and other details call 93499022.

Kits

Immigrazione in Australia, Co.As.It., Carlton 2003

Il contributo della comunità italo-australiana alla vita culturale dell'Australia, Co.As.It., Carlton 1996

Per l'Australia: Italian migration to Australia, Orizzonti November 2003, Co.As.It., Carlton

Carlton: the Italian influence, Orizzonti, November 2002, Co.As.It., Carlton

Teacher/student resources

Barki Pazit e Diadori Pierangela, Pro e contro 1: conversare e argomentare in italiano: livello intermedio, libro dello studente, Bonacci Editore, Roma 1997.

Leto Rosa, Longo Bruno, Ludbrook Margot, Fra le righe: attività comunicative basate su testi autentici, CIS educational, Melbourne 1994.

Martin T, Prova orale 2: livello medio-avanzato, libro dello studente, Edilingua, Athens 2001.

Reference books

Church Julia, *Per l'Australia: the story of Italian migration*, Miegunyah Press, Carlton Victoria 2005

Wardrop Bella Susi, *By Proxy: a study of Italian proxy brides in Australia*, Italian Historical Society, Co.As.It., Carlton 1996.

Grassby Al & Hill Marji, *Italian Australians*, Macmillan Library, Melbourne 2000

Jones Kevin, *Free settlers 1819 – 1939*, Macmillan Library, Melbourne 2000

Trepa Helen, *Post-war Europeans 1940 – 1975*, Macmillan Library, Melbourne 2000

Videos/Film

Hard Work and Hope: Australians Italians, Co.As.It. Equality Press, Melbourne 1989.

D'Aprano Arthur, New Heros, New Myths: Australians Italians, Italian Historical Society, Co.As.It., Carlton 1993

Di Chiera Franco, The joys of the women, Le gioie delle donne, Magic Boot Entertainment, WA 1993

Emanuele Crialesse, Nuovo Mondo, 01 Distribution, Italy 2007

Songs and Poems

Coreno Mariano, *La lunga traversata: raccolta aggiornata delle poesie*, Insegna Publishers, Brunswick West 1993

Genovesi Piero, *Compagni di viaggio: antologia di poeti italiani d'Australia*, CIS Publishers, Melbourne 1991

Rodari Gianni, *Filastrocche in cielo e in terra*, Giulio Einaudi Editore, Torino 1960

Costamagna Lidia, *Cantare l'italiano: materiali per l'apprendimento dell'italiano attraverso le canzoni*, Guerra Edizioni, Perugia 1990

Internet sites

Museo Italiano www.museoitaliano.com.au/

Italia Donna: Emigrazione italiana dal 1861 al 1913 (Italian)
www.italiadonna.it/public/percorsi/12005/12005005.htm

Centro Studi Emigrazione (Italian & English) www.cser.it/