

Italian Carlton

Le celebrazioni
La cucina italiana

La passeggiata
Lo shopping



The *Italian Carlton* project was developed by Co.As.It. (Victoria) and Museum Victoria, with the assistance of The Ian Potter Foundation. Historical images from the collection of the Italian Historical Society (Co.As.It).

Teachers may copy resources on the Italian Carlton CDROM for classroom use.

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Teacher Notes

The *Italian Carlton* education program supports student learning in LOTE (Italian) and contextual understanding of the social, historical and cultural background of the Italian community in Melbourne.

Italian Carlton links the stories of individuals with street locations and themes—Food, Fashion, Film, Community Celebrations, History—to provide pathways to explore the diversity of the Italians that settled in Carlton and the impact they had on the identity of this widely known Melbourne suburb.

This program also provides links for wider investigation into related topics, including: motivations for immigration and difficulties faced by Italian migrants; patterns of migration and changes in government migration policy; work and trades—skills that migrants brought with them or learnt here; Italian traditions and their lasting influence in aspects of Australian culture.

Education resources include *Tuning In* activities for students, an excursion to Carlton with walking tour options and online activities at Co.As.It Melbourne, *Web Quests* and other school-based activities—supported by voices, images, bi-lingual text and web links on the *Italian Carlton* CDROM and website.

An excursion to Carlton is a highly recommended component of the *Italian Carlton* experience, providing students with opportunities for active construction, making connections, reflections and responsibilities—the ILTLP principles of intercultural language learning (see: www.iltlp.unisa.edu.au).

The *Italian Carlton experience* is a seasonal program, and prior bookings are essential. For details follow the links to Co.As.It Education at <http://www.coasit.com.au/> or contact Rosaria Zarro, Co.As.It Education Officer at Museum Victoria: email rzarro@museum.vic.gov.au.

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Italian Carlton online was designed and produced by Nine Lanterns.

Curriculum Links

Victorian Essential Learning Standards

<http://vels.vcaa.vic.edu.au/essential/discipline/lotel/>

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: 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>

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Communicating cont.	<p>Level 6 – Pathway 1: Students read selected texts with fluency. They express themselves through extended writing in the language in print and electronic form. They recognize and use the conventions of a range of text types.</p> <p>Level 6 – Pathway 2: Students read texts and identify and extract main ideas and detailed information for use in new contexts. For a particular text, they identify characteristics of the writing style in relation to the audience/s and purpose/s. They create simple original text and use appropriate script and accurate language related to the topic. They draft materials in writing and locate information in the language from a variety of sources.</p>
Intercultural knowledge and language awareness	<p>Level 4 – Pathway 1: Explore a topic of interest through the language that relates to the Italian-speaking community— the influence and contribution of Italians to Carlton, exploring the area of Carlton from a cultural perspective through Food, Customs, Leisure, Music, The Arts, Habits, Values and Beliefs.</p> <p>Level 5 – Pathways 1 & 2: They interact with a variety of speakers of the language from communities, including Australia and gain understanding of diverse views and beliefs within and between these communities— the influence and contribution of Italians to Carlton, exploring the area of Carlton from a cultural perspective through Food, Customs, Leisure, Music, The Arts, Habits, Values and Beliefs.</p> <p>Level 6 – Pathway 1: Students contribute to discussions about the general concept of culture, and the relationships between cultures, including the effects of migration and travel, by presenting illustrative examples. They identify general cultural patterns that flow across specific settings and times. They demonstrate an understanding of variations in cultural perspectives between speakers of the language in different settings, by effectively interacting with members of the language community in Australia.</p> <p>Level 6 – Pathway 2: Students demonstrate their language and cultural understandings by adapting their skills and knowledge to their own uses. They use a range of learning tools, including multimedia tools, to encounter a wide range of language and cultural forms and practices.</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>
ICT	<p>Level 4 & 5: ICT for visualizing thinking/ creating/ for communication. Students are encouraged to use tools like mind maps to plan group activities and design presentations using PowerPoint or other presentation software. Students choose appropriate procedures, techniques and ICT tools, plan and reflect on their progress throughout the Web Quests. Teams could communicate their presentations to their teacher via email and also communicate to a wider audience by posting their presentations or reflections on the school intranet.</p> <p>Level 6: ICT for visualizing thinking/ creating /communication. Students use complex ICT tools and techniques to visually represent mode. Students appraise different strategies for organising and managing resources involved in problem solving and creating information products. They use ICT to devise detailed plans that sequence tasks to be done, resources needed, and timelines for completion. Students exchange ideas and considered opinions with others through online forums and websites and apply techniques to locate more precise information from websites. They use accepted protocols to communicate regularly online with peers, experts, and others, expressing their messages in language appropriate to the selected form of communication, and demonstrating respect for cultural differences.</p>

School-based Activities

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 Carlton and involving them in the planning process—will greatly enhance the experience.

Tuning in

These activities are designed to introduce and orientate students to themes explored in *Italian Carlton*. Teachers can select tasks to be completed in Italian or English before an excursion to Carlton, or as part of a school-based unit of work. These themes may also be used for organising students into small research teams for excursion and post- excursion activities.

- Concept map- prior knowledge activity
- *Italian Carlton* online- investigating related web links
- History/La storia- language activity based on political propaganda posters
- Sport/Lo sport- language activity based on Australian Rules Football in Melbourne.
- Learning Journal and Reflection- the Learning Journal should be presented to students before they visit Carlton, as a classroom activity. The Reflection activity in Italian can be completed after the visit to Carlton and the ICT activities at Co.As.It.

Web Quests

The Web Quests and other suggested school-based activities on the CDROM have been designed to challenge students' understanding and dissemination of information taken from *Italian Carlton* online, and Italian or English web resources.

The quests require students to access to computers connected to the internet, or can be completed using the *Italian Carlton* CDROM only using computers with a CD drive or network access. Students could work with a partner on the selected quest - choosing their own partner or allocated according to ability level and compatibility by the teacher.

The three quests are designed for students in Years 7-10, however the tasks may be completed by primary students that have learnt Italian for several years. Teachers should ascertain which Web Quest most suits the abilities of their students.

- **Web Quest 1:** suitable for Beginner language level – generally determined by the hours of instruction students have received in Italian. This quest could suit Year 5 & 6 students or beginners at Year 7 & 8.
- **Web Quest 2:** suitable for an intermediate language skills level, Year 8-9. The type of text used for the presentation of this quest would be familiar to students of this age.

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- **Web Quest 3:** suitable for advanced level language skills, Year 10 -VCE. The sophisticated vocabulary and language of *Italian Carlton* – Italian version was designed to suit VCE students.

The quests are based on the following Principles of Teaching and Learning (PoLT):

- 1.3 Uses strategies that promote students' self-confidence and willingness to take risks in learning.
- 1.4 Ensures each student experiences success through structured support, the valuing and recognition of their work.
- 2.1 Encourages and supports students to take responsibility for their learning
- 2.2 Uses strategies that build skills of productive collaboration
- 3.3 Builds on students' prior experiences, knowledge and skills.
- 3.4 Capitalizes on students' experience of a technology rich world.
- 4.4 Uses strategies that challenge and support students to question and reflect.
- 4.5 Uses strategies to develop investigating and problem solving skills.
- 4.6 Uses strategies to foster imagination and creativity.
- 5.3 Makes assessment criteria explicit.
- 5.4 Uses assessment practices that encourage reflection and self assessment.
- 6.1 Supports students to engage in contemporary knowledge and practice.
- 6.2 Plans for students to interact with local and broader communities.
- 6.3 Uses technologies in ways that reflect professional and community practices.

Excursion Activities

The Italian Carlton experience

The *Italian Carlton experience* begins at Co.As.It Melbourne where students are given a short introduction to the tasks they will be completing during the day and they then set off with assigned partners to explore the Lygon Street precinct following a *Walking Trail*.

Each pair or small group of students has a Walking Trail map and key focus questions or tasks to complete, selected according to their level of competency in Italian. The tasks incorporate the ILTLP principles providing students with opportunities for active construction, making connections, reflections and responsibilities (see: www.iltlp.unisa.edu.au).

Walking Trail A is recommended for beginners/intermediate students of Italian.

Walking Trail B is recommended for intermediate/advanced students of Italian.

When students return from their walk, they explore the local precinct again—this time through online *Italian Carlton* resources in the Co.As.It computer lab. This session allows students to investigate the cultural contributions made by Italians to Carlton past and present using activities that focus on active construction. This includes thinking, acting and responding to people and situations; making connections—exploring similarities and differences whilst making sense of new encounters; and reflection—including self knowledge and awareness of own cultural identity whilst having insights to other perspectives.

The *Italian Carlton experience* is a seasonal program, and prior bookings are essential. For details visit Co.As.It Education webpage: <http://www.coasit.com.au/> .

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Self guided walk

The *Walking Trail* maps and accompanying activities may be used by teachers planning a self-guided class excursion to Carlton.



Old fashioned pasta machine

References

The following publications have been used as reference material for *Italian Carlton*:

- *A Walk through Italian Carlton*, National Trust (Victoria), 1988
- *Between Two Worlds: Jews, Italians and Carlton*, Museum of Victoria et al, 1992
- Peter Yule *Carlton: a history*, Melbourne University Press, 2004
(Chapter: A Lasting Impact *The Italians* by Celestina Sagazio)
- Jan Sardi *Growing up Italian and making movies*, in *Italian Historical Society Journal*, Volume 11 No.2 July-December 2003.
- *The Encyclopedia of Melbourne*, Cambridge University Press, Port Melbourne 2005
- Elizabeth Willis, *The Royal Exhibition Building, Melbourne: A Guide*, Museum Victoria, 2004

Websites

Origins: Immigrant Communities in Victoria <http://museumvictoria.com.au/origins/>

Journeys to Australia <http://museumvictoria.com.au/journeys/>

Hear Her Voice <http://museumvictoria.com.au/hearhervoice/>

Royal Exhibition Building <http://museumvictoria.com.au/REB/>

The Biggest Family Album in Australia <http://museumvictoria.com.au/bfa/>
(database of photographs: museumvictoria.com.au/bfa/database.htm)