



Multicultural Museums Victoria

**MULTICULTURAL SNAPSHOTS TOOLKIT:
TEACHING AND LEARNING UNITS**

CO.AS.IT Museo Italiano

UNIT 1: COFFEE!

YEAR 5-6

MULTICULTURAL SNAPSHOTS TOOLKIT: TEACHING AND LEARNING UNITS

Summary:

The *Snapshots* Toolkit provides teaching and learning content, activities, and resources to support students gaining knowledge about the history, culture and faiths represented by Multicultural Museums Victoria. The Toolkit uses selected museum objects to ignite student engagement with multicultural-historical perspectives, intercultural understanding, civic awareness, and the enterprise of migrants who contribute to the Australian identity.

There are **15 teaching and learning units** in the Snapshots Toolkit. The teaching and learning units are organised under the themes of Narrative, Innovation and Enterprise. Each of the five museums of Multicultural Museums Victoria has produced three units each. Each of these units align with the Victorian Curriculum for Years 5-6, 7-8 and 9-10 respectively.

	Hellenic Museum	Museo Italiano	Museum of Chinese Australian History	Jewish Museum of Australia	Islamic Museum of Australia
Innovation	EARTHLY DELIGHTS (Ys 5-6)	COFFEE! (Ys 5-6)	ANCIENT ARTEFACTS (Ys 7-8)	FRAGMENTS (Ys 9-10)	FUSION (Ys 5-6)
Narrative	GODLY TALES (Ys 7-8)	LITTLE ITALY (Ys 9-10)	DANCING DRAGONS (Ys 5-6)	FAITH (Ys 7-8)	STRUGGLE (Ys 9-10)
Enterprise	ODYSSEY (Ys 9-10)	RAGS TO RICHES (Ys 7-8)	ACHIEVERS! (Ys 9-10)	LIGHT (Ys 5-6)	OBSERVANCE (Ys 7-8)

UNIT 1: MUSEO ITALIANO

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 5 and 6 content descriptions

Levels 5 - 6	Levels 5 - 6	Levels 5 - 6
HISTORY	INTERCULTURAL CAPABILITY	CIVICS AND CITIZENSHIP
Historical Knowledge Personal histories <i>(The Australian colonies)</i>	Cultural Practices	Citizenship, Diversity and Identity
The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony (VCHHK091)	Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VICCCB009)	Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society (VCCCC014)
Historical Knowledge Community histories <i>(Australia as a Nation)</i>	Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and other cultures (VICCCB010)	Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016)
The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated (VCHHK095)	Cultural Diversity	
Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)	Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VICCCD012)	
History concepts and skills Using historical sources as evidence		
Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation. (VCHHC083)		

Describe perspectives and identify ideas, beliefs and values of people and groups in the past. (VCHHC084)		
History concepts and skills Continuity and change		
Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies. (VCHHC085)		
History concepts and skills Historical significance		
Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation. (VCHHC087)		

UNIT 1: COFFEE!

Rationale:

This learning sequence encourages students to enhance their understanding of the historical, cultural, and social significance of selected artefacts found in the Museo Italiano collection. The museum artefacts are examined for their significance to the Italian migration story and how they relate in a contemporary Australian context. Examining the relationship between the past and present provides students with an understanding of continuity and change as seen through personal and community contributions to civic life.

Objectives:

Have students engage with the Multicultural Snapshots Toolkit: The Summit Induction page (<https://mmv.org.au/multicultural-snapshots-summit-induction/>) and the Multicultural Snapshots Summit (<https://mmv.org.au/multicultural-snapshots-summit/>) Here, students can source information provided by representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. Listen to the CO.AS.IT Museo Italiano multicultural representative Marco Fedi's thoughts about how Italian history, customs and enterprise have helped shape Australia's identity in the world.

Teaching and Learning cycle	Student activity
<p>Engagement</p> <p>Invite students to work in pairs to complete the '<i>I see, I Think, I Wonder</i>' worksheet featuring the two Italian cultural artefacts. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p>Artefacts 1 & 2: As a class, revisit the two artefacts, and collate feedback from the students about their responses to the questions for this activity, e.g.,</p> <p>Describe what you see.</p> <ul style="list-style-type: none"> • What is noticeable about the shape, colour, texture, and special features of each artefact? • What material/s were used for each artefact's construction? • What decorations appear on each artefact? <p>Explain what you think.</p> <ul style="list-style-type: none"> • What do you think the artefacts are?, • How was each artefact made? • When were they made? • What were they used for? • Who made them? <p>Clarify what you wonder.</p> <ul style="list-style-type: none"> • What is the significance of each artefact? • How are these artefacts related to Italian culture? 	<p>Visible Thinking Strategies:</p> <ul style="list-style-type: none"> • I see, I Think, I Wonder • Student Information sheet

	<ul style="list-style-type: none"> • Where would I find these artefacts today? • Why is each important as an artefact of the past and present? <p>Establish that both artefacts displayed on the VTS sheet are historical variations of a coffee/espresso machine. Emphasise that the espresso machine has become a significant symbol of Italian culture, particularly in Melbourne, Victoria. Question the class about their prior knowledge of Italian history, customs and traditions.</p> <p>As a class, visit the Museo Italiano (either as a virtual discovery, or an excursion) and develop a list of other historical artefacts related to 'coffee culture'. Discuss the significance of the tradition/customs of making and drinking coffee.</p> <p>Visit the interactive Multicultural Snapshots Summit (https://mmv.org.au/multicultural-snapshots-summit/) to hear multicultural representative Marco Fedi's contribution to the summit. As a class, listen to him speak about the importance of Italian people and their contribution to Australian history, society and culture, particularly, Café and coffee culture. Ask students to visit the Museo Italiano to find other images of artefacts related to coffee culture and add these to a digital album about the topic.</p>	
<p>Building knowledge</p>	<p>Working in pairs, instruct students to complete the WebQuest: <i>History of Coffee and its influence the reputation of Melbourne</i>, that can be used by students to investigate the history of coffee and its establishment as a cultural icon in Melbourne.</p> <p>Based on the evidence found in the WebQuest, have students work in groups of four students to develop a timeline about the evolution of coffee and its relevance in Australian history. Students can choose to develop a virtual timeline using software to complete the task, e.g., Sutori (https://www.sutori.com/); TimeToast (https://www.timetoast.com/) or use a poster/chart. Display the completed timelines.</p> <p>As a class, discuss the importance of preserving artefacts from the past, and how they inform the present and future. Ask students to list artefacts from their family/culture that hold meaning for their ethnic and/or Australian culture.</p>	<ul style="list-style-type: none"> • WebQuest: <i>History of Coffee and its influence on the reputation of Melbourne</i> • Digital artefact album
<p>Transformation</p>	<p>In pairs, has students consider the impact of 'coffee' as part of Australian society and identity. Some people may see café and coffee culture as an advantage, and others a disadvantage. Conduct a school online poll about coffee preferences to see which types of coffee is favoured by parents/teachers, etc. Include questions to see if the school community are 'for' or 'against' the consumption of coffee. Publish the findings in the school newsletter.</p> <p>Using the 'Pros & Cons Diagram' have students tease out their argument for both sides using the contexts of Commercial, Environmental, Technological, Health and Wellbeing, and Cultural as a guide to their thinking. The</p>	<ul style="list-style-type: none"> • Pros & Cons Diagram • Poll

	<p>results of the poll may inform their opinions also. Invite students to conduct further research to substantiate their reasons for each context. Invite students to share their Pros and Cons with another group. Display the diagrams to construct a whole-of-class rationale for both sides of the debate.</p> <p>Invite a member of the Italian-Australian community to visit the class and speak about their history, traditions and enterprise, and the importance of food and coffee culture.</p>	
Presentation	<p>Explain to students that they are to write a review about the opening of an Italian café/restaurant in their suburb/town. This review will interview the owners who relay their immigration story, and extoll the pleasures of Italian culture and cuisine, particularly their coffee specialty. The story must draw on historical data to support the owners justification that they are a family who have generationally resided and worked in Australia and that their ancestors passed down cultural knowledge which they merge with Australian tastes. Have students share their reviews with the class and display the collective reviews for all to see.</p>	<ul style="list-style-type: none"> • Review of restaurant/café opening
Reflection	<p>Evaluate student knowledge by using Quizlet to generate multiple-choice questions about Italian-Australian history, cultural artefacts and coffee culture and traditions. Have students review their previously completed graphic organiser, <i>I see, I Think, I Wonder</i>, and have them complete the <i>I used to think – Now I think</i>. They should reflect on what they now know about Italian-Australian history and culture, and the importance of the coffee as part of the Melbourne/Victorian/Australian identity.</p> <p>Take students on excursion to the Museo Italiano, or a cultural museum in their town or region that features artefacts from Italian culture. Invite a member of the Italian community to speak to students about their history and culture. Direct students to further resources on this topic.</p>	<ul style="list-style-type: none"> • Quizlet • I used to think – Now I think

Reference Directory – MUSEO ITALIANO: COFFEE! (F) denotes that the resource is available in FUSE (DET Victoria)

- From Cortado to Magic: Melbourne Coffee Trends Explained: <https://theupsider.com.au/melbourne-coffee-trends/14857>
- Gaggia Milano, Our History: <https://www.gaggia.com/legacy/>
- History of Italians in Australia: <https://migrationways.com.au/updates/italians-in-australia/>
- Immigration History from Italy to Victoria: <https://origins.museumsvictoria.com.au/countries/italy/>
- Italian Australians: https://en.wikipedia.org/wiki/Italian_Australians
- Italian Migration (CoAsIT) (pdf): https://www.google.com/search?q=history+of+italian+immigration+to+australia&rlz=1C1MSIM_enAU844AU845&oq=History+o+italian+immigration&aqs=chrome.1.69i57j0i13l4j46i13i175i199j0i13j0i13i30l2j0i390.11894j0j15&sourceid=chrome&ie=UTF-8#
- Italian Migration Stories: <https://www.records.nsw.gov.au/archives/collections-and-research/guides-and-indexes/stories/italian-migration-stories>
- Italians in Australia: Migration and Profile (pdf): https://www.google.com/search?q=history+of+italian+immigration+to+australia&rlz=1C1MSIM_enAU844AU845&oq=History+o+italian+immigration&aqs=chrome.1.69i57j0i13l4j46i13i175i199j0i13j0i13i30l2j0i390.11894j0j15&sourceid=chrome&ie=UTF-8#
- Museum Victoria, Cafe Culture: <https://collections.museumsvictoria.com.au/articles/2933>
- Pellegrini's Espresso Bar: https://en.wikipedia.org/wiki/Pellegrini%27s_Espresso_Bar
- The Caffeinated History of Coffee: <https://www.pbs.org/food/the-history-kitchen/history-coffee/>
- The curious story of how transatlantic exchange shaped Italy's illustrious coffee culture: <https://qz.com/992879/the-curious-tale-of-how-italy-became-the-world-capital-of-coffee/#:~:text=Coffee%20has%20a%20long%20history,plan%20for%20the%20country's%20unification.&text=This%20is%20not%20the%20only,American%20and%20Italian%20coffee%20culture>
- The history of coffee culture in Italy: <https://www.wantedinrome.com/news/why-italians-are-obsessed-with-coffee-the-history-of-coffee-culture-in-italy.html>
- The History of Coffee: <https://www.ncausa.org/about-coffee/history-of-coffee>
- The Machines that made Melbourne: <http://foodandtravelcommunications.net/about/TheMachines.pdf>
- The Origin of Melbourne Coffee Culture: <https://www.coffex.com.au/blogs/news/the-origin-of-melbourne-coffee-culture>
- The world is hooked on Australian coffee culture. This is how it got so good: <https://www.abc.net.au/news/2019-12-28/best-australian-coffee-big-overseas/11747342>
- Turkish Coffee & tea World: <https://www.turkishcoffeeworld.com/History-of-Coffee-s/60.htm>
- Orizzonti – Il Caffè edition for students learning Italian (for students studying Italian in mainstream schools) <https://www.coasit.com.au/orizzonti-pandemic/orizzonti-2011-april-il-caffe>
- Wikipedia, Espresso: <https://en.wikipedia.org/wiki/Espresso>

Web resources – Teaching and Learning support:

(F) Graphic organisers: <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=4827b7cf-5fe6-4c9d-85e8-6f7defe1336b&SearchScope=All>

Freeze frame: <https://dramaresource.com/freeze-frames/>

Hot Seating strategy: <https://dbp.theatredance.utexas.edu/content/hotseating-0>

How to Create a Detailed Character Profile: <https://www.wikihow.com/Create-a-Detailed-Character-Profile#:~:text=A%20character%20profile%20is%20a,them%20come%20alive%20for%20readers.&text=Finally%2C%20develop%20your%20character's%20place,they'll%20experience%20throughout%20it.>

I See I Think I Wonder: <https://thinkingpathwayz.weebly.com/seethinkwonder.html>

I used to think – Now I think: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

Quizlet: <https://quizlet.com/>

Think- Pair- Share: <https://www.readingrockets.org/strategies/think-pair-share>

Timeline template: <https://www.sampletemplates.com/business-templates/sample-timeline-for-kids.html>

Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>

What is a review article?: <https://authorservices.taylorandfrancis.com/publishing-your-research/writing-your-paper/how-to-write-review-article/>

An editor's guide to writing a review article: <https://researcheracademy.elsevier.com/writing-research/technical-writing-skills/editor-guide-writing-review-article>

ACARA, Australian Curriculum, English, Persuasive text examples: https://www.acara.edu.au/curriculum/worksamples/Year_6_English_Portfolio_Above.pdf

STUDENT WORKSHEET: MUSEO ITALIANO: COFFEE! - Visible Thinking Strategy

- *I see:* describe what you see – the shape, colour, texture, special features, decoration and materials used?
- *I think:* What is the object?, What was it used for?, Who made it?, Why, when and how it was made?
- *I wonder:* How does this object represent Italian culture? Why is it important in history and the present?



I See ...
I Think...
I Wonder...

Fiesta "Sputnik" Coffee Machine – Italian Museum



I See ...
I Think...
I Wonder...

Gaggia Coffee Machine – Italian Museum

Barman, Angelo Guidolin, serving coffee to two young women at Don Camillo Café, 215 Victoria St North Melbourne

STUDENT WORKSHEET: MUSEO ITALIANO: COFFEE! - WebQuest: History of Coffee

1. **The History of Coffee:** <https://www.ncausa.org/about-coffee/history-of-coffee>
2. **The Caffeinated History of Coffee:** <https://www.pbs.org/food/the-history-kitchen/history-coffee/>
3. **Turkish Coffee & tea World:** <https://www.turkishcoffeeworld.com/History-of-Coffee-s/60.htm>
4. **The history of coffee culture in Italy:** <https://www.wantedinrome.com/news/why-italians-are-obsessed-with-coffee-the-history-of-coffee-culture-in-italy.html>
5. **The curious story of how transatlantic exchange shaped Italy's illustrious coffee culture:** <https://qz.com/992879/the-curious-tale-of-how-italy-became-the-world-capital-of-coffee/#:~:text=Coffee%20has%20a%20long%20history,plan%20for%20the%20country's%20unification.&text=This%20is%20not%20the%20only,American%20and%20Italian%20coffee%20culture>
6. **Gaggia Milano, Our History:** <https://www.gaggia.com/legacy/>

Questions	Researched responses
Where and when did coffee production and trade begin?	
How important was coffee drinking to early civilisations? How was it referred?	
Why was coffee termed the “bitter invention of Satan”?	
How did the drinking of coffee become a cultural institution in Europe and the Americas?	
To satisfy the demand for coffee, where were coffee plantations established?	
When did Italian people recognize the value of coffee?	
Why is Luigi Bezzera important in the history of coffee?	
How was the ‘espresso’ process used to further coffee drinking?	
What other coffee extraction methods were used?	
What are some types of Italian coffee?	

TEACHER RESOURCE: MUSEO ITALIANO: COFFEE! - WebQuest: History of Coffee

Questions	Researched responses
Where and when did coffee production and trade begin?	<i>Coffee production first occurred in areas of the Arabian Peninsula which is a peninsula located in Western Asia bounded by Red Sea on the west and southwest, the Gulf of Aden on the south, the Arabian Sea on the south and southeast, and the Gulf of Oman and the Persian Gulf (also called the Arabian Gulf) on the east. Trading started in the 15th century, and by the 16th century had reached Persia, Egypt, Syria, and Turkey</i>
How important was coffee drinking to early civilisations? How was it referred?	<i>In coffee houses (qahveh) patrons drank coffee and engaged in conversation, listened to music, watched performers, played chess and kept current on the news. The coffee house quickly became an important center for the exchange of information and were referred to as “Schools of the Wise.” It was termed the “wine of Araby”. By the 17th century, coffee had made its way to Europe.</i>
Why was coffee termed the “bitter invention of Satan”?	<i>In the 17th century, the local clergy condemned coffee when it came to Venice in 1615. The controversy was so great that Pope Clement VIII was asked to intervene. He decided to taste the beverage for himself before making a decision, and found the drink so satisfying that he gave it papal approval.</i>
How did the drinking of coffee become a cultural institution in Europe and the Americas?	<i>Coffee houses were quickly becoming centers of social activity and communication in the major cities of England, Austria, France, Germany and Holland. In England “penny universities” sprang up, so called because for the price of a penny one could purchase a cup of coffee and engage in stimulating conversation. Coffee began to replace the common breakfast drink beverages of the time — beer and wine. Those who drank coffee instead of alcohol began the day alert and energized, and not surprisingly, the quality of their work was greatly improved. (We like to think of this a precursor to the modern office coffee service.) By the mid-17th century, there were over 300 coffee houses in London, many of which attracted like-minded patrons, including merchants, shippers, brokers and artists.</i> <i>In 1773, the American colonists revolted against a heavy tax on tea imposed by King George III on tea importation. The revolt, known as the Boston Tea Party, changed the habits of Americans to drinking coffee rather than tea.</i>
To satisfy the demand for coffee, where were coffee plantations established?	<i>Dutch – Sri Lanka, Indonesia (Java, Sumatra and Celebes), French - Caribbean Islands (Martinique), French Guiana, South and Central America Spanish – Central America Portuguese - Brazil</i>
When did Italian people recognize the value of coffee?	<i>In the 16th century, Venice was one of the first European ports to import coffee beans. 1884 by Angelo Moriondo, a Turin-based inventor. Moriondo thought the solution to brewing coffee faster was to have a larger output, so his machine brewed large vats of coffee instead of small, individual cups. His machine was big and bulky, using 1.5 bars of steam-powered pressure to push water through coffee grounds. Though the machine won a bronze medal at the Turin General Exposition in 1884, it was not designed for industrial production and never reached the market.</i>
Why is Luigi Bezzera important in the history of coffee?	<i>In 1901, Bezzera came up with the idea of forcing pressurized water through a handful of coffee powder to produce a short, concentrated drink: the espresso, so called because it could be prepared expressly for each customer and because the water had to be expressed through the coffee. He patented a smaller, single-cup version of Moriondo’s machine. Bezzera made several user-friendly additions to Moriondo’s machine, including the portafilter, the tapered coffee ground tray with a handle attachment. Though Bezzera’s machine was marketable, it produced inconsistent brews and had a hand-operated pressure valve that frequently burned baristas.</i> <i>Desiderio Pavoni helped Bezzera perfect his machine. He added a pressure release valve, making brewing safer and faster for baristas, and a steam wand for frothing milk. Pavoni and Bezzera’s machine was called the Ideale, under the brand La Pavoni. In 1906, their product was introduced to the market, and with it, the term “espresso.”</i>
How was the ‘espresso’ process used to further coffee drinking?	<i>In Italy, espresso machines found their place in so-called “American bars”— spaces where people would stand at the bar, saloon-style, instead of sitting down at the table. The first American bar in Italy was Caffé Maranesi, in Florence, nicknamed Caffé dei Ritti after the standing people that populated it (ritti means</i>

	<p><i>“upright” in Italian). The person who prepared the coffee was called a barman, until the word barista was coined under the reign of Mussolini.</i></p>
<p>What other coffee extraction methods were used?</p>	<ul style="list-style-type: none"> • 1933 - Alfonso Bialetti first built the ‘moka pot’. • 1935 - Francesco Illy’s patent on the Illetta, a machine powered by pressurised water instead of steam, would become a blueprint for future machines. Its highly pressurised process meant the espresso was pressed without excessive steam, resulting in a richer, unburnt product. • In 1936, Achille Gaggia met with the engineer Antonio Cremonese, about improving the coffee extraction process - espresso. Gaggia and Cremonese invented the “a torchio” system (renamed “Lampo”) where baristas could accurately control the process by which hot water under pressure passed through ground coffee. • 1938 - Gaggia’s small, efficient, steamless coffee machine took pressurisation to a new level. Where coffee had been expressed by two bars of coffee before, Gaggia’s machine used up to 10 bars to produce truly concentrated espresso--what is now recognised as modern espresso. In addition to its increased concentration, the high-pressure gave espresso its now signature crema, the naturally occurring coffee-foam that forms atop espresso. • In 1947, Gaggia registered a patent for the espresso machine which had a spring lever mechanism (rumoured to have been inspired by the piston engine of an American Army jeep), was a huge step forward for the flavour of coffee. The barista could obtain a creamy and flavorful espresso in just 25-30 seconds. Following this, the mass production of the patent occurred. • 1961 - Ernesto Valente invented the Faema E61 which was a stainless-steel machine utilised modern technical innovations to move the burden of espresso-making from the barista to the machine. With Faema E61, pressure, water temperature, and water amounts could be perfectly controlled for a flawless, consistent cup of espresso every time.
<p>What furthered the trend in espresso?</p>	<ul style="list-style-type: none"> • In 1948, Achille Gaggia, in collaboration with the entrepreneur Carlo Ernesto Valente, founded “Officine Faema Brevetti Gaggia”, and could produce his first espresso machine: Tipo Classica. It was a technological and aesthetical revolution: horizontally developed, with beautiful levers, unmistakable slogan and logo, and a shape that allowed the set of more than one group in a row. • In 1950, supported by the engineer Armando Migliorini, Achille designed and produced various ranges such as mod. Esportazione, Internazionale, Spagna and Treno, all characterized by elegant lines and impactful design. For the first time, the barista faced the clients while preparing espresso. In 1955, the worldwide diffusion of espresso machines begins. The innovative “espressos with crema naturale” and cappuccinos delighted youngsters, as well as the most known writers, authors and actors.
<ul style="list-style-type: none"> • What are the Italian terms for various types of coffee and what does each term mean, in English? (e.g., cappuccino - only before lunch). 	<p><i>In 1947, a bar owner, Achille Gaggia, served Italian espresso with a layer of foam on top. This invention was patented as produced from an espresso machine and called ‘liscia’.</i></p> <ul style="list-style-type: none"> • liscio (espresso), • ristretto (little water and little caffeine), • lungo (a bit more water), • macchiato (with a sip of milk), • corretto (“corrected” with a slosh of grappa) • caffè latte (coffee and milk) • piccolo (small espresso) • piccolo latte (small espresso with milk) • caffè lungo (a single espresso shot with more water - generally twice as much) • cappuccino (only before lunch) • caffè mocha (chocolate flavoured latte) • caffè Americano (diluting an espresso with hot water) • Correct coffee (coffee with spirit alcohol) • Staccato Espresso (espresso shot prepared using layers of sifted particle sizes or different grind sizes usually with the finer layer of grounds on the bottom) • Rexentin (Venetian – means rinsing - after drinking the correct coffee, a small amount of drink remains on the bottom of the cup, which is cleaned by pouring and drinking some of the alcohol used for correction)

STUDENT WORKSHEET: MUSEO ITALIANO: COFFEE!

WebQuest: History of Coffee and its influence on culture in Melbourne

1. Museum Victoria, Cafe Culture: <https://collections.museumsvictoria.com.au/articles/2933>
2. The Origin of Melbourne Coffee Culture: <https://www.coffex.com.au/blogs/news/the-origin-of-melbourne-coffee-culture>
3. The world is hooked on Australian coffee culture. This is how it got so good: <https://www.abc.net.au/news/2019-12-28/best-australian-coffee-big-overseas/11747342>
4. The Machines that made Melbourne (pdf): <http://foodandtravelcommunications.net/about/TheMachines.pdf>
5. Little Italy, Melbourne: https://en.wikipedia.org/wiki/Little_Italy,_Melbourne
6. Pellegrini's Espresso Bar: https://en.wikipedia.org/wiki/Pellegrini%27s_Espresso_Bar

<p>When did coffee arrive in Australia?</p>	
<p>Why and when did the coffee culture develop in Melbourne?</p>	
<p>What was the main reason for acceptance of the coffee culture?</p>	
<p>Where did the post-WW2 Italian immigrants settle in Melbourne?</p>	
<p>How did the coffee culture expand over time?</p>	

TEACHER RESOURCE: MUSEO ITALIANO: COFFEE!

WebQuest: History of Coffee and its influence on culture in Melbourne

<p>When did coffee arrive in Australia?</p>	<p>A coffee crop was transported on the First Fleet (1778) and was later made available on the Victorian goldfields in the 1850's.</p>
<p>Why and when did the coffee culture develop in Melbourne?</p>	<p>Street coffee stalls could also be found in Melbourne from the 1850s to 1920s. The coffee stalls gained their significance as a result of the population boom in Melbourne resulting from the Gold Rush of the 1850s.</p> <p>In the 1880s as a response to drunkenness, antisocial behaviour, and drinking in excess, a social movement, known as the Temperance movement, saw more and more people abstaining from alcohol. The move away from alcohol meant the move away from pubs. In 1888, the Federal Hotel and Coffee Palace was built on Collins Street. The coffee was percolated, and tea was still favoured.</p> <p>Fasoli's opened in 1897 and was popular with Melbourne's bohemians and within the literary scene. Some cafés developed out of four penny and sixpenny restaurants where the people of Melbourne could buy inexpensive meals at a set price.</p> <p>By the 1930s Melbourne had 450 registered cafes were tea and coffee lounges at this time.</p>
<p>What was the main reason for acceptance of the coffee culture?</p>	<p>Immigration after WW2 of European immigrants.</p> <ul style="list-style-type: none"> "Australia stole a march on the other anglophone nations [with coffee] because the basis of our coffee culture was Italian, and southern Italian at that, rather than French," Mr Nourse says. <p>Coffee was also still pretty expensive in the wake of World War Two. In 1951 [it was] 10 times more expensive than tea.</p>
<p>Where did the post-WW2 Italian immigrants settle in Melbourne?</p>	<p>These post-war migrants went on to populate the inner-city suburbs of Melbourne such as Carlton, Brunswick, Collingwood, Richmond, Fitzroy and North Melbourne. It is within these suburbs that the European based café culture in Melbourne began.</p>
<p>How did the coffee culture expand over time?</p>	<p>During the 1950s older style tea rooms and tea houses were replaced and converted into coffee lounges and the love of espresso coffee spread throughout the city. However, by the late 1950s and early 1960s the espresso bars had gained the reputation of 'hot beds of vice', at least among conservative citizens, and this reputation was soon exaggerated within the media.</p> <p>In 1952, Gianni Milani opened Universita Café in Lygon Street, Carlton, and installed a Gaggia espresso machine in the window to attract customers. Other café owners in Lygon Street and the Carlton area followed, such as Norina Varrenti, Mario Bruelli, and Silvano Bizzarri also embraced the innovation of espresso coffee making.</p> <p>In 1954, Pelligrini's Espresso Bar in Bourke Street which was established by brothers Leo and Vildo Pellegrini who were migrants from Italy. The bar is claimed to be the first in Melbourne to use an espresso machine in the CBD. A number of cafes run by post-war immigrants also served espresso coffee. These cafes included, Mario's in Brunswick, and Mirka's Café, the first sidewalk café in St Kilda, and The Galleon in St Kilda.</p> <p>Despite this, during the 1970s coffee related café culture gained prominence in Melbourne and in 1977, the first home espresso machine arrived in Australia.</p> <p>By the 1990s it was thoroughly entrenched. Café culture had been encouraged and used in government policy to breathe life back into the inner city following the 1990s recession. By highlighting the café culture in the inner city, the government was able to encourage the re-population of inner city areas after industry, previously located within the inner city, had moved to cheaper areas in the outer suburbs.</p>

STUDENT WORKSHEET: MUSEO ITALIANO: COFFEE! - Pros & Cons Diagram

Consider the reasons why the coffee culture is beneficial or a disadvantage to the Australian identity. What reasons would be positive for this decision (PROs) and what reasons could be negative for this decision (CONs). Write your reasons in the appropriate column.

PROs		CONs
	<p style="text-align: center;">Commercial</p> <p style="text-align: center;">Environmental</p> <p style="text-align: center;">Technological</p> <p style="text-align: center;">Health and wellbeing</p> <p style="text-align: center;">Cultural</p> 	

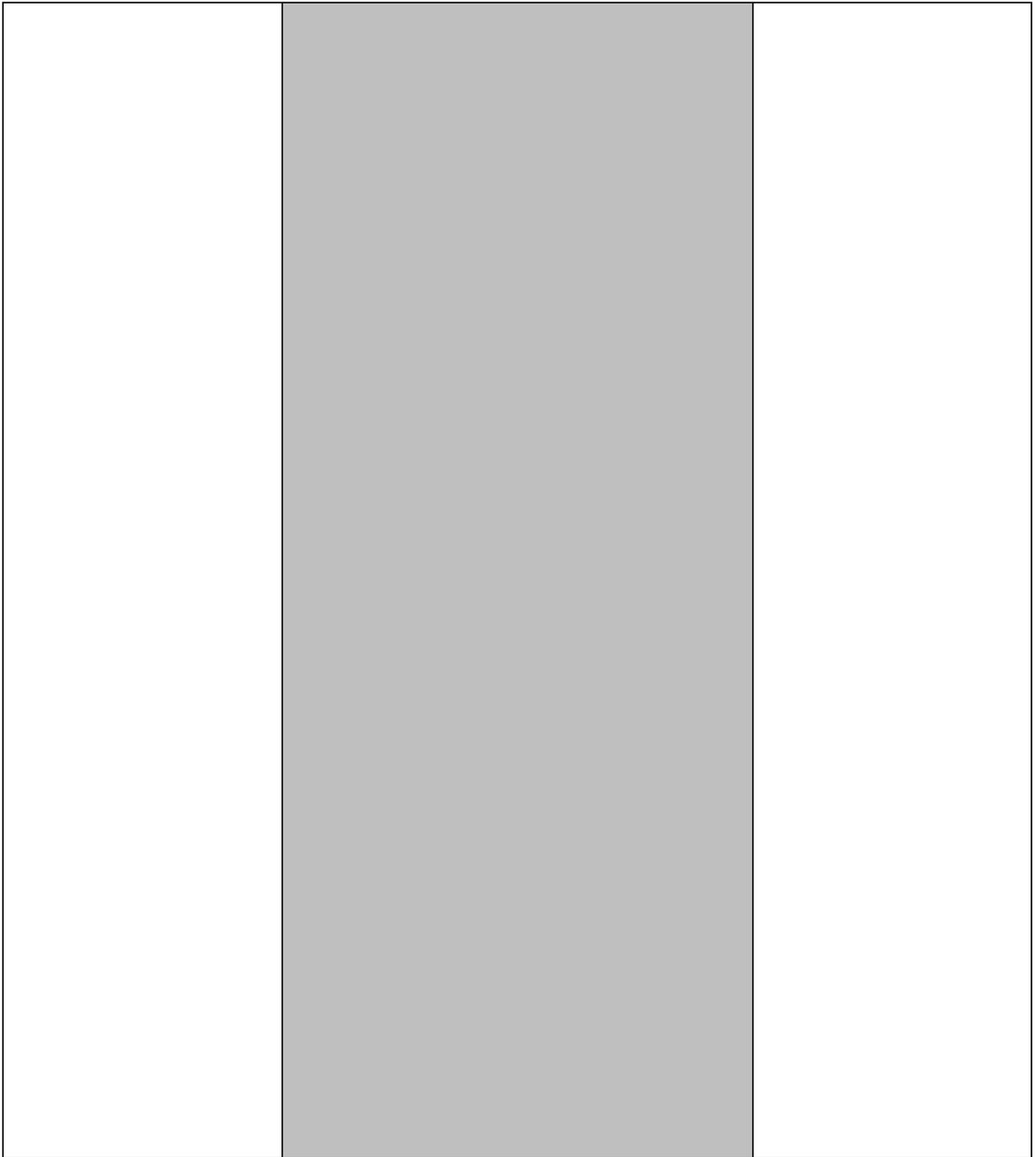


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