



HELLENIC
≡ MUSEUM ≡

Multicultural Museums Victoria

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

Hellenic Museum

**UNIT 1: EARTHLY DELIGHTS
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: HELLENIC MUSEUM

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 CITERZENSHIP
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)	Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016)
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)	
The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated (VCHHK095)		
Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)		
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)		
Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants. (VCHHC086)		

UNIT 1: EARTHLY DELIGHTS

Rationale:

This learning sequence enhances students' understanding of the historical, cultural, and social significance of selected artefacts found in the Hellenic Museum's collection. The museum artefacts are examined for their significance both in ancient times 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 interactive 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 multicultural representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. Listen to the Hellenic Museum's representative Jim Manolios' thoughts about how Greek history, customs and enterprise have helped shape a diverse Victoria and 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 with the two artefact illustrations. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p>Artefacts 1 & 2</p> <p>As a class, revisit the two illustrated artefacts, and collate feedback from the students about their responses to the questions highlighted for the 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 they made from? • What decorations appear on the artefacts? • What are the differences between the images of the two artefacts? <p>Explain what you think.</p> <ul style="list-style-type: none"> • How were the artefacts made? • When were they created? • What were they used for? <p>Clarify what you wonder.</p> <ul style="list-style-type: none"> • What does the term 'amphora' mean? • What is the significance of these artefacts, culturally, socially, economically? • How are the artefacts related? 	<ul style="list-style-type: none"> • I see, I Think, I Wonder

	<ul style="list-style-type: none"> Where would I find these artefacts today? <p>Establish that the first artefact is an ‘amphora’, used in ancient Greece, and the other is a contemporary version, used in the wine industry today. Visit and engage with the interactive Multicultural Snapshots Summit (https://mmv.org.au/multicultural-snapshots-summit/) to hear multicultural representative Jim Manolios’ contribution to the summit. From the interview, students should note what Jim Manolios states about the contemporary use of the ‘amphora’ at Trofeo Estate Winery on the Mornington Peninsula.</p>	
<p>Building knowledge</p>	<p>Working in pairs and using the questions from the ‘I Wonder’ section to guide their inquiry, have students complete research on Hellenic (Greek) Amphora pottery. Instruct students to complete the ‘I used to think – Now I think’ worksheet about traditional amphoras and their use.</p> <p>Information they should discover is the:</p> <ol style="list-style-type: none"> Era of production Location of where the ceramics were made/found, if known Materials the vessels are made of Consider the form and function of the ceramic vessel shape Who may have produced the ceramic vessels Significance of the decoration on the vessel if present. Alternatively, why might some ancient ceramic vessels not feature any decoration (consider the uses of the vessel). <p>Have students draw additional styles of amphora that they find in their research, to accompany the information they research about the Amphora pottery.</p> <ul style="list-style-type: none"> Students can access the “Cypriot Pottery of the Bronze and Iron Ages” exhibition guide and the Gods, Myths and Mortals exhibition guide from the Hellenic Museum website, to assist them with finding information. https://www.hellenic.org.au/education-resources The Cypriot Pottery Guide features the special amphora marked with a Buddhist Swastika symbol that Jim Manolios explains during the Multicultural Snapshots Summit. Students can read the Hellenic Museum interview article with Jim Manolios. Here he shares insight about the contemporary use of the ‘amphora’ at Trofeo Estate Winery. Article: ‘Everything Old is New Again: Amphorae Wine at Trofeo Estate’ https://www.hellenic.org.au/post/everything-old-is-new-again-amphorae-wine-at-trofeo-estate Students can explore the Hellenic Museum’s 3D digital pottery collection to further research. https://www.hellenic.org.au/digital-collection Make sure to visit the Hellenic Museum to see 8,000 plus years of pottery on display and several amphoras that would have been used to ferment and trade wine and oil. Book a Vital Vases ancient pottery workshop online or in person for students to handle original and replica ancient pottery. https://www.hellenic.org.au/educational-workshops 	<ul style="list-style-type: none"> I used to think – Now I think Cypriot Pottery of the Bronze and Iron Ages, Hellenic Museum, Melbourne.

<p>Transformation</p>	<p>Working in a group of four, have students produce a timeline. On the timeline enter the date of creation, image, a description for each of the amphora examples, particularly how they were made, materials used, and special features. Students should also explain any social and/or cultural purpose for each of the amphorae.</p> <p>Add the contemporary version of the amphora to the timeline. Have students use a Venn diagram to note the significance (function & form) of the amphora from the past with the one from the present. Invite each group to share their ideas with the class, developing a larger Venn diagram based on the class responses.</p>	<ul style="list-style-type: none"> • Timeline template • Venn Diagram
<p>Presentation</p>	<p>Invite students/pairs/groups to consider the significance of the Greek culture (particularly, the amphora) to civic (social, cultural and commercial contexts) development in Australia. Have students find information about why and when many Greek people immigrated to Australia: Pose questions to discuss as a class, such as:</p> <ol style="list-style-type: none"> 1. When did Greek people start to arrive in Australia and where did they settle? 2. Why did Greek people immigrate to Australia? 3. How does Greek culture influence Australian life today? <p>The amphora is a ceramic artefact that typically holds wine or oil. Have students consider what they could use an ‘amphora’ for in their daily life. Invite students to design a poster to advertise a new product that uses the amphora’s shape, materials, and/or decoration, in a contemporary sense. Students could also make their amphorae design (in clay, papier mache, or any other available material)</p> <p>Provide students/pairs/groups with an opportunity to pitch their new amphora designs to the class as contemporary, sustainable, and recyclable containers. The class could vote on the best design and pitch.</p>	<ul style="list-style-type: none"> • Contemporary amphora designs
<p>Reflection</p>	<p>Evaluate student knowledge by using Quizlet to generate multiple-choice questions about the ‘amphora’: its historical and cultural significance, and its contemporary uses.</p> <p>Have students review their previously completed graphic organiser, <i>I used to think – Now I think</i>, and add further information about what they now know about Greek culture and the innovation of the amphora in contemporary Australian life.</p> <p>Take students on excursion to the Hellenic Museum, or a cultural museum in their town or region that features artefacts from Greek culture. Direct students to further resources on this topic.</p>	<ul style="list-style-type: none"> • Quizlet • I used to think – Now I think

Web Resources – HELLENIC MUSEUM EARTHLY DELIGHTS: (F) denotes that the resource is available in FUSE (DET Victoria)

(F) Ancient Greece - The British Museum: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7c926cdb-092f-4908-a94c-56ab5c85ffcf&SearchScope=All>

(F) Ancient Greece, Staffroom: <http://www.ancientgreece.co.uk/staff/main.html>

(F) Ancient History, Greece: (Teaching resources): <https://ancienthistory.pppst.com/greece/index.html>

(F) BBC – History: <http://www.bbc.co.uk/history/ancient/>

(F) BBC, Bitesize, Ancient Greece: <https://www.bbc.co.uk/bitesize/topics/z87tn39>

(F) Cybersleuth-Kids, Ancient Greece: http://cybersleuth-kids.com/sleuth/History/Ancient_Civilizations/Greece/

(F) Daily Life in Greece: <https://ancienthistory.mrdonn.org/Greeklife.html>

(F) FUSE (DET Vic) – Ancient Greeks: <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=d8135209-99bc-4f62-9b2d-350a64f743be&SearchScope=All>

(F) History Channel, Ancient Greece: <https://www.history.com/topics/ancient-history/ancient-greece>

(F) PBS Empires: The Greeks: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=293d7901-3c8e-410a-ae1e-1c47f86ed126&SearchScope=All>

Ancient Greek Oil Amphora: <https://line.17qq.com/articles/okckhmklv.html>

Ancient Greek Wine Amphora: <https://line.17qq.com/articles/ebibjojhz.html>

Hellenic museum, Cypriot Pottery: <https://www.hellenic.org.au/education-resources>

Hellenic museum: <https://www.hellenic.org.au/>

Scenes of Everyday Life in Ancient Greece: https://www.metmuseum.org/toah/hd/evdy/hd_evdy.htm

Trofeo Estate: <https://www.trofeoestate.com.au/our-wine/>

Year 6 Journeys to Australia Resources, HTAV: <https://www.historyinthemaking.ais.wa.edu.au/year-6-journeys>

Web resources – Teaching and Learning support:

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

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>

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

Venn Diagram: <https://www.studenthandouts.com/graphic-organizers/relationships/blank-venn-diagram-printables-with-instructions.html>

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

STUDENT WORKSHEET: Hellenic Museum – EARTHLY DELIGHTS

Visible Thinking Strategy

- *I see: Describe what you see – the shape, colour, texture, and special features and materials used to make this object.*
- *I think: What do you think the object is? What was it used for? Who made it? Why was it made to look like this- consider form, shape, size, structure etc.?*
- *I wonder: How does this object represent Hellenic culture? Why is it important as an artefact of the past?*



1. Amphora

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



2. Amphorae

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