



Multicultural Museums Victoria

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

CO.AS.IT Museo Italiano

UNIT 3: LITTLE ITALY

YEAR 9-10

UNIT 3: MUSEO ITALIANO

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 9 and 10 content descriptions

Levels 9-10	Levels 9-10	Levels 9-10
HISTORY	INTERCULTURAL CAPABILITY	CIVICS AND CITERZENSHIP
Historical Knowledge Personal histories (<i>The Australian colonies</i>)	Cultural Practices	Citizenship, Diversity and Identity
The Modern World and Australia <ul style="list-style-type: none"> • The Globalising World • Migration experiences 	Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices (VCICCB017)	Discuss how and why groups, including religious groups, participate in civic life. (VCCCC037)
Historical Knowledge Community histories (<i>Australia as a Nation</i>)	Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts (VCICCB018)	Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events. (VCCCC038)
Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society. (VCHHK157)	Cultural Diversity	
Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia. (VCHHK159)	Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VCICCD019)	
The perspectives of people and different historical interpretations and debates from the period. (VCHHK160)	Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VCICCD020)	

History concepts and skills Using historical sources as evidence		
Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability. (VCHHC123)		
History concepts and skills Continuity and change		
Identify and evaluate patterns of continuity and change in the development of the modern world and Australia. (VCHHC126)		
History concepts and skills Historical significance		
Evaluate the historical significance of an event, idea, individual or place. (VCHHC128)		

UNIT 3: LITTLE ITALY

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 interactive Multicultural Snapshots Toolkit: The Summit Induction page (<https://mmv.org.au/multicultural-snapshots-summit-induction/>) and Multicultural Snapshots Summit page. (<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 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
Engagement	<p>Invite students to work in pairs to complete the '<i>I see, I Think, I Wonder</i>' worksheet in respect to the artefact images. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p>As a class, revisit the 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 or image? • What material/s were the artefacts made from? • What writing or decorations appear on the artefacts? • What are the similarities and differences between the artefacts? <p>Explain what you think.</p> <ul style="list-style-type: none"> • How were the artefacts produced? • When were they produced? • What were they used for? • Who would have used these artefacts, and why? <p>Clarify what you wonder.</p>	<ul style="list-style-type: none"> • I see, I Think, I Wonder

	<ul style="list-style-type: none"> • What is the significance of these artefacts? Consider their value within contexts - historical, social and cultural. • How are the artefacts related? • Where would I find these artefacts today? • Are these artefacts important, and still used today? <p>Establish that these artefacts displayed on the VTS sheet are images of historical luggage containers used by Italian immigrants arriving in Australia to live. Emphasise that the ‘port’ has become a significant symbol of immigration, as it contained the few belongings that many people could bring with them. Have students notice the addresses on the luggage, one from where people were coming, and the other has where they were going. Ask students if there is historical significance about each address. Question the class about what they think would be in the suitcases. Relate these responses to what the students know about Italian culture.</p> <p>As a class, visit the Museo Italiano (either as a virtual discovery, or an excursion) and locate other historical artefacts related to Italian ‘Immigration’ to Melbourne. 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 featured of artefacts and how they relate to Italian-Australian immigration.</p>	
<p>Building knowledge</p>	<p>Discuss the term ‘diaspora’ and its meaning: a group of people who live outside the area in which they had lived for a long time or in which their ancestors lived. Have students consider the decisions made by people migrating to Australia. One perspective for them to consider is why people leave their country of origin by choice, and another perspective is why people are impelled to leave their country of origin for various reasons (war, famine, persecution, etc.). As a class, discuss the reasons why members of students’ families may have migrated to Australia, and when they arrived. Access stories of Italian migrants on the Culture Victoria, Immigration Museum, Italian Historical Society, etc. For examples:</p> <ul style="list-style-type: none"> • The Ceresoli brothers: https://museumsvictoria.com.au/immigrationmuseum/resources/immigrant-stories/the-ceresoli-brothers/ • The Bertazon family – http://coasit.com.au/IHS/Inmagic/multiple.htm • Bonollo Collection: http://coasit.com.au/IHS/p_collection.html#bonollo <p>Using a WebQuest, have students investigate the history of Italian people in Australia. Divide the class into four (4) groups. Each group is responsible for developing part of a class timeline outlining Italian-Australian history. This timeline should include events that influenced Italian immigration to Australia:</p>	<ul style="list-style-type: none"> • WebQuest • Timeline/artefact album

	<p>Group 1: 1770 – 1890’s Group 2: 1901 – 1933 Group 3: 1934 – 1945 Group 4: 1946 – current</p> <p>Develop the <i>Italian- Australian Immigration Timeline</i> with information from each period related to the following questions:</p> <ol style="list-style-type: none"> 1. When did Italian people first arrive in Australia, who came, and where did they come from and where did they settle? 2. Why did Italian people immigrate to Australia? What was happening in the world during each period? 3. In respect to the time of WW2: Why were Italians living in Australia, placed in internment camps? 4. What assistance or restrictions were placed on Italian people migrating to Australia? How was their treatment in Australia different from where they had arrived from? 5. Who are some notable Italian people who migrated to Australia during each period? What were they noted for, and how did they further contribute to Australian history, industry, and/or culture? 5. What innovations did Italian culture contribute to the Australian economy? <p>Students should access the Museo Italiano and the Italian Historical Society, websites for information and artefacts to support their inquiry. 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 Timeline/chart. Websites that can assist students to gather reliable information from primary and secondary sources and introduce students to the stories of Italian immigrants are listed in the unit Reference Directory at the end of this Teaching and Learning unit. Each story and artefact make up the whole story about the establishment of <i>Little Italy</i> in Melbourne.</p> <p>As a class, join each group’s timeline into one, and invite each group to share their findings with the class. Have each group suggest a response to the inquiry question: How did Italian immigration influence Australian culture?. Display the completed timeline. As a class identify the suburbs of Melbourne where Italian migrants settled overtime, especially where they lived and worked. Invite a member of the Italian- Australian community to visit the class and speak about their story of immigration to Australia and how their customs, culture, beliefs, and community are maintained.</p>	
<p>Transformation</p>	<p>Question the class about their ideas of cultural stereotypes. Explain how a stereotype of Italian migrants has been perceived and enculturated in Australia through the media. As a class, view the following clips, and discuss how</p>	<ul style="list-style-type: none"> • Wordle • Think Hat analysis

	<p>Italian immigrants were portrayed in each. Referring to the historical timeline of Italian immigration, have students assess how these portrayals of Italian people are exaggerated and stereotypical:</p> <ul style="list-style-type: none"> • “They're a Weird Mob” (1966): https://aso.gov.au/titles/features/theyre-weird-mob/ or https://aso.gov.au/titles/features/theyre-weird-mob/clip2/ <ul style="list-style-type: none"> ○ An Italian sports journalist arrives in Australia to find his cousin’s new magazine for migrant Italians has folded. He soon gets a job as a builder’s labourer, learns to talk and drink like an Australian, and falls in love with an Australian girl. • They're A Weird Mob - "Your Shout": https://www.youtube.com/watch?v=GCSKD_pn2Rk <ul style="list-style-type: none"> ○ They're a Weird Mob (1966) Trailer: https://www.youtube.com/watch?v=hUD9-RVHWig • “Waterfront” – Episode 1 (1984), Clip 2: https://aso.gov.au/titles/tv/waterfront-episode-1/clip2/ <ul style="list-style-type: none"> ○ The wharfies are locked out because they won’t accept lower wages and a lessening of working conditions. Into this maelstrom come shiploads of Italian immigrants, refugees from Mussolini’s fascist state who are desperate to work and know nothing of the Australian workers’ fight for justice on the wharves or what it means to be a 'scab’. • “Australia Daze” (1988): https://aso.gov.au/titles/documentaries/australia-daze/clip1/ <ul style="list-style-type: none"> ○ Young and old Italian migrants comment on the influence that Europeans have had on the development of Australia at the bicentenary on 26 January 1988. <p>Building on students’ knowledge of past Italian immigration history, have students work in groups of three to complete a <i>Think Hat analysis</i> on the topic of Stereotyping cultures, and issues that confront migrants and their communities in Australia today.</p> <p>Ask students create a Wordle of language that is used to describe immigrants. These words may have positive and negative connotations. Discuss how language can alienate or include people. Identify how all Australians have a heritage and ethnicity that came from ancestors who migrated from another part of the world, except for the Indigenous peoples of Australia. Discuss what issues of ethnic integration has been current in the news and use a Pros and Cons diagram so students can develop a better understanding of the value of ethnic diversity to an Australian culture and identity.</p>	<ul style="list-style-type: none"> • Pros and Cons diagram
<p>Presentation</p>	<p>Instruct the class that they will all contribute information and evidence to produce a class game titled, ‘Little Italy’. The concept of the game is based on a Monopoly board, using the suburbs and streets of Melbourne that are prevalent</p>	<ul style="list-style-type: none"> • Game design

	<p>in Italian-Australian history and culture. Using the history timeline and stories of Italian migrant families, the class groups design question cards that can be used by players to answer in order to move around the board.</p> <p>Divide the class into four groups. Each group is responsible for each side of the board which indicate four suburbs of Melbourne (e.g., Fitzroy, Carlton, Brunswick, Coburg) or four regional/rural areas (e.g., Werribee, Myrtleford, Daylesford, Ballarat, Kiewa) where Italian migrants settled. Each side of the board is divided into 10 parts that reflect the Italian heritage of the area: Food, sport, industry, politics, arts, technology, business, famous people/families, places, societies, etc. The groups should research these categories to develop 20-40 questions each with three (3) options as multiple choice answers. The four corner squares could be like Monopoly with two corners providing an advantage, and two squares restricting progress (e.g., Immigration Restriction Act-lose a turn, or Business sponsor – advance one square). Once the board is complete, invite groups to play the game.</p> <p>Have students reflect on the concept of the game – to develop knowledge about the contribution of Italian-Australians to Melbourne’s cultural reputation. Invite students to reflect if this knowledge has served to increase their understanding of the value of immigration and its contribution to Australian culture and identity.</p>	
<p>Reflection</p>	<p>Evaluate student knowledge by using Quizlet to generate multiple-choice questions about the Italian-Australian history and their contribution to culture, enterprise and industry in Victoria, and Australia.</p> <p>Have students complete a <i>I used to think – Now I think</i> worksheet and assess what they previously knew or thought about Italian-Australian history and culture, and what they now know about Italian-Australian history, culture, enterprise and innovations.</p> <p>Take students on excursion to the Museo Italiano, or a cultural museum in their town or region that features artefacts from Italian-Australian 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: LITTLE ITALY

- **A Migration Story:** https://www.qcaa.qld.edu.au/downloads/p_10/ac_sa_hist_vr6_migration_story.pdf
- **Australia as a Nation:** http://syllabus.bostes.nsw.edu.au/assets/global/files/history_s3_sampleu2.pdf
- **Culture Victoria, History in Place project:** <https://cv.vic.gov.au/stories/a-diverse-state/history-in-place>
- **Culture Victoria, Immigration and:** <https://cv.vic.gov.au/stories/immigrants-and-emigrants/>
- **Fact Sheet, Italian Migration 1945-1970 (pdf):** http://coasit.com.au/IHS/facts/pdf/Italian_migration_1945_1970.pdf
- **History of Italians in Australia:** <https://migrationways.com/emigration/touches-us-all.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..69i57j0i13l4j46i13l175i199j0i13j0i13i30l2j0i390.11894j0j15&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..69i57j0i13l4j46i13l175i199j0i13j0i13i30l2j0i390.11894j0j15&sourceid=chrome&ie=UTF-8#
- **Lygon Street, Melbourne:** https://en.wikipedia.org/wiki/Lygon_Street,_Melbourne
- **NAA60, Deportation of Italian diplomatic staff – statement by Minister for Immigration Arthur Calwell:** <https://www.naa.gov.au/learn/learning-resources/learning-resource-themes/society-and-culture/migration-and-multiculturalism/deportation-italian-diplomatic-staff-statement-minister-immigration-arthur-calwell>
- **NAA60, Italy:** <https://www.naa.gov.au/taxonomy/term/1327>
- **NAA60, Migration and multiculturalism:** <https://www.naa.gov.au/learn/learning-resources/learning-resource-themes/society-and-culture/migration-and-multiculturalism>
- **NAA60, Migration:** <https://www.naa.gov.au/taxonomy/term/1154>
- **NAA60, Proposed application of dictation test to Italian migrants:** <https://www.naa.gov.au/learn/learning-resources/learning-resource-themes/society-and-culture/migration-and-multiculturalism/proposed-application-dictation-test-italian-migrants>
- **NLA Digital classroom – year 10:** <https://www.nla.gov.au/digital-classroom/year-10>
- **NLA Digital classroom – year 9:** <https://www.nla.gov.au/digital-classroom/year-9>
- **NMA, Assisted Migration:** <https://www.nma.gov.au/defining-moments/resources/assisted-migration>
- **NMA, Australia's defining moments_ Digital Classroom:** <https://digital-classroom.nma.gov.au/> (Post-war migration (1953 and 1951); Migration experiences, Defining moments 1945-present)
- **NMA, Migration:** <https://www.nma.gov.au/search?from=0&query=migration>
- **The Collection (COASIT):** http://coasit.com.au/IHS/p_collection.html
- **They're A Weird Mob - "Your Shout":** https://www.youtube.com/watch?v=GCSKD_pn2Rk
- **They're a Weird Mob (1966) Trailer:** <https://www.youtube.com/watch?v=hUD9-RVHWig>

- They're a Weird Mob (1966): <https://www.imdb.com/title/tt0061087/> or [https://www.youtube.com/results?search_query=They%27re+a+Weird+Mob+\(1966\)](https://www.youtube.com/results?search_query=They%27re+a+Weird+Mob+(1966))
- WA Migration Stories: Post WW11 European migration: https://slwa.wa.gov.au/exhibitions/s/migration/page/post_wwii
- Year 6 Journey's to Australia: <https://www.historyinthemaking.ais.wa.edu.au/year-6-journeys>

Web resources – Teaching and Learning support: (F) denotes that the resource is available in FUSE (DET Victoria)

- (F) Graphic organisers: <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=4827b7cf-5fe6-4c9d-85e8-6f7defe1336b&SearchScope=All>
- Best Indesign templates, Art Catalogue: <https://www.bestindesigntemplates.com/brochure/free-art-catalogue-indesign-template/>
- Hubpages – Printable Board game (pdf): <https://discover.hubpages.com/games-hobbies/board-game-templates>
- 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>
- Lucidpress, Template designs: https://app.lucidpress.com/documents#?folder_id=home
- Mind maps: <https://www.canva.com/graphs/mind-maps/>
- Printable Blank Monopoly Game: <https://www.allbusinesstemplates.com/template/B82CV/printable-blank-monopoly-game/>
- Quizlet: <https://quizlet.com/>
- Sample Timeline Templates for kids: <https://www.sampletemplates.com/business-templates/sample-timeline-for-kids.html>
- Timeline template: <https://www.sampletemplates.com/business-templates/sample-timeline-for-kids.html>
- Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>
- WebQuest: <https://webquest.org/>

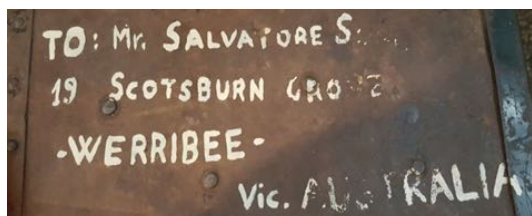
STUDENT WORKSHEET: MUSEO ITALIANO – LITTLE ITALY - Visible Thinking Strategy

- **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 and enterprise? Why is it important in history, and the present?



Six young women from the province of Catanzaro in southern Italy, arriving at Melbourne Airport, 1960

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



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

STUDENT WORKSHEET: MUSEO ITALIANO: LITTLE ITALY – WebQuest:

Italian migration history to Australia

- **Immigration History from Italy to Victoria:** <https://origins.museumsvictoria.com.au/countries/italy/>
- **Italian Migration (CoAsIT) (pdf):**
https://www.google.com/search?q=history+of+italian+immigration+to+australia&rlz=1C1MSIM_enAU844AU845&og=History+of+italian+immigration&aqs=chrome.1.69i57j0i13i4j46i13i175i199j0i13j0i13i30i2j0i390.11894j0j15&sourceid=chrome&ie=UTF-8#
- **History of Italians in Australia:** <https://migrationways.com.au/updates/italians-in-australia/>
- **Italians in Australia: Migration and Profile (pdf):**
https://www.google.com/search?q=history+of+italian+immigration+to+australia&rlz=1C1MSIM_enAU844AU845&og=History+of+italian+immigration&aqs=chrome.1.69i57j0i13i4j46i13i175i199j0i13j0i13i30i2j0i390.11894j0j15&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>
- **Italian Australians:** https://en.wikipedia.org/wiki/Italian_Australians

(sample) Italian migration to Australia history		
Group 1	1770	
	1788	
	1840s	
	1850s	
	1869	
	1871	
	1881	
	1883	
	1891	
	1890's	
Group 2	1901	
	1920's	
	1927	
	1929-33	
Group 3	1934	
	1939-45	
Group 4	1946 -1955	
	1952	
	1960s, - 1990's	




	2000's	
	Present	

TEACHER RESOURCE: MUSEO ITALIANO: LITTLE ITALY – Timeline - Italian migration history to Australia

- **Immigration History from Italy to Victoria:** <https://origins.museumsvictoria.com.au/countries/italy/>
- **Italian Migration (CoAsIT) (pdf):**
https://www.google.com/search?q=history+of+italian+immigration+to+australia&rlz=1C1MSIM_enAU844AU845&og=Histoty+o+italian+immifration&aqs=chrome.1.69i57j0i13l4j46i13i175i199j0i13j0i13i30l2j0i390.11894j0j15&sourceid=chrome&ie=UTF-8#
- **History of Italians in Australia:** <https://migrationways.com.au/updates/italians-in-australia/>
- **Italians in Australia: Migration and Profile (pdf):**
https://www.google.com/search?q=history+of+italian+immigration+to+australia&rlz=1C1MSIM_enAU844AU845&og=Histoty+o+italian+immifration&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>
- **Italian Australians:** https://en.wikipedia.org/wiki/Italian_Australians

(sample) Italian migration to Australia history		
Group 1	1770	Two individuals of Italian descent served on board the Endeavour when Captain James Cook
	1788	Giuseppe Tuzi was among the convicts transported to Australia by the British in the First Fleet
	1840s	Italian artisans in Melbourne and other colonies, due to revolts against the despotic rulers of Modena, Naples, Venice, Milan, Bologna, Rome and other cities.
	1850s	The number of Italian migrants of peasant background who came for economic reasons increased. Approx.. 2,000 Swiss Italians and from Northern Italy migrated to the Victorian goldfields
	1869	Missionaries, musicians, artists, professionals and businesspeople arrived, fleeing Austrian authorities (persecution)
	1871	Italian immigrants first counted in the Australian census figures
	1881	Approx. 1880 Italian-Australian migrants lived in Australia.
	1883	A commercial Treaty between the United Kingdom and Italy was signed, allowing Italian subjects freedom of entry, travel and residence, and the rights to acquire and own property and to carry on business activities.
	1891	300 Italian migrants were hired to replace the Kanakers (who were being deported) in the cane fields of Queensland because of the White Australia policy. Subsequently, over time the Italian migrants worked hard and purchased sugar plantations in North Queensland. This led to thriving Italian-Australian communities, particularly in the towns of Ayr and Innisfail.
	1890's	Gold rush in WA – attracted more Italian migrants. The temporary migration of Tuscan migrants they worked hard and saved to buy land either in hospitable Australian urban areas or in the Italian community of origin.
Group 2	1901	The Immigration Restriction Act 1901 - some confusion as to whether Italians should be restricted by means of the 'Dictation test' provisions.
	1920's	Italian migration to Australia increased markedly after heavy restrictions were placed on Italians' entry to the United States. 12,000 Italians entered Australia in the period 1900-1914. Due to the USA policy on Italian migrants, Australia followed suit. Australians' perceptions of Italians gave rise to racist discrimination. This discrimination stemmed from a fear of immigrants competing with Australians in fields of work because they could be paid less. Regardless of this discrimination, since the early 1920s increased numbers of Italian migrants continued to arrive. The Census (1921-30) indicated that more than 8,000 Italian migrants now resided permanently in Australia.
	1927	Benito Mussolini and the Italian Fascist government's decided to stop all migration to overseas countries (apart from female and minor close relatives). This didn't stop immigration to Australia where many family members resided. Although there were certainly several opponents to Fascism amongst Italian-Australians in the form of anti-fascists and anarchists, the Fascist movement was generally accepted by Italians residing in Australia.
	1929-33	The Great Depression - Amendments to the Immigration Restriction Act in 1932 were more drastic and aimed at more effectively controlling the entry of 'white aliens' into Australia. The goal was to limit immigrants from competing in the local labour market to the detriment of the local unemployed. The power to apply the dictation test was still available for up to five years to restrict the landing of an immigrant whose admission was not desired. The 1933 Australian Census claimed that 26,756 Australians were born in Italy. Italy-born residents in Australia began to represent the first non-English speaking ethnic group of the country, replacing Germans and Chinese.
Group 3	1934	In the gold-mining city of Kalgoorlie, Western Australia, an Australian who had expressed defamatory remarks about Italians in an Italian-owned hotel was knocked dead by the barman. This accident sparked the resentment by many Australian miners against Italians residing in Kalgoorlie, which

		culminated in two days of riots. Within Australian society there was an opposition to Italian immigration that stemmed from the fact that Italian migrants were often seen as "Mediterranean scum", or as a "grave industrial and political danger" (Lampugnani). Italian migrants were encouraged to become members of Fascist political organisations, to attend meetings and return to Italy, and serve in the Italian armed forces (Ethiopia (1936) and World War II (1939-1943).
	1939-45	WW2 - there was a considerable degree of segregation between Italians and Australians. The entry of Italy into the war was followed by the large-scale internment of Italians, especially in Queensland, South Australia and Western Australia. The concern in Queensland was that Italians would somehow join forces with an invading Japanese force and constitute a fifth column. Between 1940 and 1945, most of those who had not been naturalised before the war's outbreak were considered "enemy aliens", and therefore either interned or subjected to close watch, with respect to personal movements and area of employment. There were many cases of Italian-Australians who had taken out Australian citizenship also being interned. This was particularly the case in northern Queensland. During WWII, more than 18,000 Italian prisoners-of-war were sent to internment camps throughout Australia. Many prisoners of war and Italian-Australian interned worked hard in farms and cattle stations, thus gaining a favourable opinion as hard and committed workers by their Australian employers.
Group 4	1946 -1955	<p>After World War II, the attitude of Australians towards Italians gradually began to change, with the increasing appreciation of the value of Italians in the economic development of Australia. The Australian government embarked on the 'Populate or Perish' program, aimed to increase the population of the country for strategically important economic and military reasons. An important stage in this immigration program began with the Displaced Persons Scheme in 1947, which attracted over 170,000 displaced persons to Australia. Italy's postwar migration grew out of the country's policy of industrial development.</p> <p>By the early 1950s, Australian authorities introduced a system of personal nominations and guarantees, opened to Italians, to permit families separated by the war to come together again. In addition, the Australian and Italian governments negotiated a scheme of recruitment and assisted passages, which became fully effective in 1952. Since the mid-1950s, the Italian flow of migrants to Australia assumed a sort of mass migration (either nominated by relatives in Australia as a major component, or as assisted migrants). Many of these migrants left Italy for Australia and planned to settle permanently in Australia.</p>
		 <p>© 2006 Italian Historical Society—COASIT, Melbourne, Australia. All rights reserved</p>
		1952 - International Refugee Organisation [IRO] camp in Aversa Campania which housed displaced Giuliano-Dalmati and other European refugees following WW2 as an interim safe-hold before they emigrated to other countries including Australia
	1960s, - 1990's	The number of Italians who came to Australia increased more than tenfold. Australia witnessed a new wave of migration from Italy as thousands flee the economic hardship in Italy. Italy-born migrants mainly concentrated in urban areas, and within specific suburbs in Melbourne and Sydney, such as the inner suburbs of Carlton, the traditional 'Little Italy' of Melbourne, and Leichhardt, its equivalent in Sydney.
	2000's	The explosion of numbers saw more than 20,000 Italians arrive in Australia in 2012–13 on temporary visas, exceeding the number of Italians that arrived in 1950–51 during the previous migration boom following World War Two.

STUDENT WORKSHEET: MUSEO ITALIANO: LITTLE ITALY - Six Thinking Hats analysis – media

 <p>The Facts</p>	<p>WHITE HAT</p> <ul style="list-style-type: none"> •What are the facts? •What information do you have? •What further information is needed? 	
 <p>Feelings</p>	<p>RED HAT</p> <ul style="list-style-type: none"> •How do I feel about the issue? •What make me feel positive about the issue? •What make me feel negative about the issue? 	
 <p>Negatives</p>	<p>BLACK HAT</p> <ul style="list-style-type: none"> • What problems could have arisen? • What are the disadvantages? 	
 <p>Positives</p>	<p>YELLOW HAT</p> <ul style="list-style-type: none"> • Why is this the best idea? • What are the advantages? 	
 <p>Creativity</p>	<p>GREEN HAT</p> <ul style="list-style-type: none"> • What is a different way of thinking about this issue? • How do I perceive the situation? • How could the situation be changed or improved? 	
 <p>The big picture</p>	<p>BLUE HAT</p> <ul style="list-style-type: none"> • What are some fresh perspectives? • How can we move forward as a people and/or a country? • What decisions need to be made and acted upon? 	

Template and explanation can be sourced from “The Hats We Wear: Teaching Critical Thinking (w/ Free Printable)” : <https://www.classcrown.com/blog/the-hats-we-wear-teaching-critical-thinking-w-free-printable/>

STUDENT WORKSHEET: MUSEO ITALIANO: LITTLE ITALY- Pros & Cons Diagram

Consider current issues of ethnic integration in Australia. What positive reasons can you think for ethnic diversity (PROs) and what reasons could be negative (CONS). Write your reasons in the appropriate columns.

PROs		CONS
	  	



Images sourced from National Library of Australia: <https://www.nla.gov.au/digital-classroom/year-7-8-9-10/sport/migration>
and CO.AS.IT: http://coasit.com.au/IHS/p_collection.htm#photographic -



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TEACHER RESOURCE: MUSEO ITALIANO: LITTLE ITALY - Historic

Photo-album of The Bertazzon family_- <http://coasit.com.au/IHS/Inmagic/multiple.htm>

The Bertazzon family arrived in Australia in May 1923 from Pieve di Soligo, Treviso, Veneto, aboard the ship Ormons. They were sponsored by Girolamo's brother Isidoro who had migrated 2 years earlier after having spent 10 years in the United States. After the family's 18 month stay in rural Victoria, they moved to 131 Station Street Carlton where the children attended Lee Street Primary School. Girolamo Bertazzon worked as a terrazzo worker for the De Marco Brothers. Chiara Bertazzon married Osvaldo Rigutto in 1938 after having met him at the Matteotti Club during a dance. During WW2, he was conscripted into the Civil Alien Corps and ordered to cut wood in Pearltown. Here he remained for the war's duration and was only permitted to go home on weekends. By trade he was a terrazzo, marble and concrete worker.

Isidoro Bertazzon migrated to Australia in circa 1921. He was an ardent anarchist and together with Francesco Carmagnola, founded the anti-Fascist Matteotti Club in Melbourne in 1927. Bertazzon was expelled from the organisation in August 1930. He subsequently founded his own organisation called the Club Internazionale [lasting 7 months] and published his own weekly newspaper called L'Avanguardia Libertaria. In 1935 Isidoro moved to Beelbangera near Griffith New South Wales where he and his wife lived and worked on an orange orchard. The couple were killed in a railway crossing accident in October 1941.

<p>1923</p>	 <p>© 2006 Italian Historical Society—COASIT, Melbourne, Australia. All rights reserved</p>	<p>The Bertazzon family outside the Tandarook Homestead where they lived for eight months during their stay in Cobden, Victoria. From left: Angela Bertazzon [nee D'Agostini], Luigi Bertazzon, Girolamo Bertazzon, Chiara Bertazzon [married Rigutto] and Isidoro Bertazzon.</p>
<p>1924</p>	 <p>© 2006 Italian Historical Society—COASIT, Melbourne, Australia. All rights reserved</p>	<p>The Bertazzon family at home at 131 Station Street Carlton. From left: Luigi, Angela [nee D'Agostini] and Chiara [married Rigutto].</p>
<p>1926</p>	 <p>© 2006 Italian Historical Society—COASIT, Melbourne, Australia. All rights reserved</p>	<p>A gathering at the Bertazzon family home, 131 Station Street Carlton. Photograph includes Luigi Bertazzon, Oreste Marchioro, Mr De Santis, Mr. Ceola, Isidoro Bertazzon, Leonildo [Nildo] Ceola and Evelina Ceola [married Tibaldi].</p>

<p>1928</p>	 <p>© 2006 Italian Historical Society—COASIT, Melbourne, Australia. All rights reserved</p>	<p>Studio photograph of the Bertazzon family. From left: Chiara [married Rigutto], Girolamo, Luigi and Angela [nee D'Agostini.] [Photographer: Albion Studio, Fitzroy].</p>
<p>1930</p>	 <p>© 2006 Italian Historical Society—COASIT, Melbourne, Australia. All rights reserved</p>	<p>Chiara Bertazzon [married Rigutto] wearing an Italian regional costume in the backyard of her family home, 131 Station Street Carlton. On Chiara's right is Oreste Marchioro. The group was celebrating Carnevale at the Matteotti Club, an anti-Fascist organisation, situated at the Horticultural Society Hall, 31-33 Victoria Street Melbourne.</p>
<p>1931</p>	 <p>© 2006 Italian Historical Society—COASIT, Melbourne, Australia. All rights reserved</p>	<p>Studio photograph of Chiara Bertazzon [married Rigutto]. Chiara made the clothes she is wearing, having learnt the craft of dressmaking at a school in Victoria Street. For many years she worked in a clothing factory in Flinders Lane, owned by Mr. Strunning, a Jewish migrant.</p>

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