

Finding a Place

Before Reading

Motivation / Purpose

The purpose of this text is to provide information about the Italian migrants who settled in Australia after the Second World War. This text links with the *Social Studies* theme *Identity and Values*.

Text Type

Draw students' attention to the:

- title
- photographs and captions
- subheadings.

Ask, "What type of text is this?" (Report/Recount). What information would you expect to find in the report section? What do you think the recount will tell?

Visual Literacy

Look at the front cover. What are the people in the top photograph doing? Where are they? How do these photographs relate to the subject of this text? Browse the first few pages of the text and discuss what students think this text is about. What clues lead you to these conclusions?

Background Knowledge

Where is Italy in relation to other countries? Find Italy on a map of the world. Talk about how Italian people might have travelled to Australia.

Phonological Awareness

Ensure students know the following phonological patterns:

- **long a:** migrating (p.4), Australia (p.4), unable (p.4), they (p.6), available (p.9), pay (p.11), players (p.23)
- **/or/:** War (p.4), shores (p.5), for (p.8), bought (p.9), more (p.20)

Discuss the following generalisations for adding -ing:

- **For most words, just add -ing after the root word:** speak – speaking
- **For words ending in e, drop the e before adding -ing:** migrate – migrating
- **For words ending with a short vowel and a consonant, double the final consonant before adding -ing:** shop – shopping

Vocabulary

challenge, communities, connected, construction, culture, ethnic, extended, heritage, identities, Italians, migrants, migrating, multiculturalism, nuclear, poverty, protective, traditional, translator



Say a word containing one of the sounds discussed above. Ask students to write the word, using the correct letters to make the nominated sound.

Say a word to which -ing can be added, and ask students to make the word using letter tiles. Then ask them to add -ing, using the correct generalisation.

High Frequency Words

began, bought, enough, everybody, friends, however, lives, people, places, themselves, work, world

Write a high frequency word on the board with every second letter missing. Ask students to write in the missing letters.

Select the letter tiles to make up a word and jumble them up. Then ask a student to reorganise the tiles to make the word, and time how long it takes.

During Reading

Vocabulary in Context

Discuss the meaning of each vocabulary word.

Notice the way the author uses the loose term 'hundreds of thousands of Italians' on page 4, but more clearly defines the number as '250 000' on page 5. Talk about why the author might do this.

Look at the words *Australian* and *Italian*. How have these words been changed from *Australia* and *Italy*? Discuss adjectives for other nationalities.

Checking for Meaning

Literal:

When did Italians begin arriving in Australia in large numbers? (They arrived after the Second World War.) What made life very difficult for the Italians when they arrived? (They couldn't speak English.)

Which foods used by the Italians were not available in Australia? (Garlic, pasta, herbs and some fruits and vegetables.)

Inferential:

Why would second generation Italians have been able to speak English?

What did Luisa mean by "I never felt fully Italian or Australian as a kid"? Why?

Which aspects of Italian culture have Australians readily accepted now?

Response:

How would Luisa have felt when her friends didn't understand the importance of Italian family values?

How might Luisa's friends have felt when she wasn't allowed to do certain things with them?

Grammatical Patterns

Ensure students understand the following components of a report:

- Opening general statement defining the topic: *Italians began migrating to Australia in the 1800s, but ... in large numbers.* (p.4)
- Passages of information relating to the problems Italians faced and how these were overcome. (pp.5-21)
- Use of general nouns: *Italians* (p.4), *culture* (p.6), *families* (p.7), *multiculturalism* (p.15), *heritage* (p.21)
- Use of relating verbs to describe features: *Australia was an English-speaking country ...* (p.8)
- Use of action verbs: *arrived* (p.4), *lived* (p.6), *bought* (p.9), *understood* (p.15), *influenced* (p.22)
- Use of technical terms: *nuclear families* (p.7), *multiculturalism* (p.15), *ethnic and cultural identities* (p.15), *translator* (p.17), *heritage* (p.21)
- Use of paragraphs with topic sentences to organise information: *Food was always a very important part of Italian culture.* (p.9)
- Repeated naming of the topic as the beginning focus of the clause: *Australia was an English-speaking country, and most Italians didn't speak English when they arrived.* (p.8)

Ensure students also understand the components of a recount, as detailed in the teacher notes on page 47 for *The Story of Alexander Fleming*.

Fluency / Punctuation Patterns

These punctuation patterns occur in the text:

- Use of complex sentences, which combine phrases and dependent clauses with the main clause. Model how to read these sentences, perhaps breaking them into smaller parts, before reading the entire sentence.
- Use of numerals to represent dates and large numbers: *1950s and 1960s* (p.4), *250 000* (p.5)

- Use of capital letters for proper nouns: *Australia* (p.4), *Italians* (p.4), *Second World War* (p.4), *Luisa* (p.16)
- Use of hyphenated adjectives when one of the components is unable to stand alone to describe the noun: *non-English-speaking* (p.5), *Italian-style* (p.22)
- Use of a dash to create a pause in the sentence: *The children of migrants grew up as Australians, speaking English – yet still a part of the migrant Italian culture as well.* (p.14)
- Use of parentheses (round brackets) to add information to the sentence: *(as some people had once believed)* (p.15)

Critical Literacy

Why do you think the author included the case study about Luisa as part of this text? How does this provide additional information?

Linking Visual and Written

Why are many of the photographs in the report in black and white? What information do they convey?

Look at the photographs of typical Italian food. Can you identify all of the items. Have you eaten any of these things? Where and when? Did you like them? Introduce the link between a culture and its food.

After Reading

Use the Internet to locate information about people of other nationalities who migrated to Australia after the Second World War. Draw a graph to show the numbers of each nationality. On a map of the world, colour the countries where they came from.

Activities

Students will:

- correct false statements and rewrite events from the text
- circle words spelt incorrectly and rewrite sentences using correct phonic elements
- make word families using given root words
- write sentences to provide extra information about topic sentences.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

