

-Louisville's Italian Heritage Online Exhibit Activity and Primary Source Set- Second Grade | SS.2.1.1

Essential Question

How did Italian culture help shape Louisville into the city it is today?

Background Knowledge

Louisville was founded in 1878 as a coal mining town. Louisville's first Italian residents moved to the area around 1890. Before this, Louisville was home to residents from England, Ireland, France, Austria, Germany, and other places in the U.S. Even with all these other groups represented, Italian culture left quite a few marks on Louisville as it grew. *Louisville's Italian Heritage* explores many of the ways Italian culture could be seen in Louisville. Food was a popular way of expressing one's culture as were recreational activities, such as bocce ball.

Students should go through the online exhibit, Louisville's Italian Heritage, before continuing with the activities. The students may also want to know what bocce ball is ahead of time. Bocce ball is a sport that is played in teams of four or fewer players. Each team takes turns throwing a pallino, a small white ball, across a line. Each team has balls of a different color or pattern. Teams then try to get their balls closer to the pallino than their opponent's balls to score points.

Supporting Questions

1) Why did Louisville have such a large Italian population?
2) How did Italian culture change Louisville?
3) Describe at least one way that Italians expressed their culture in Louisville.
4) What kinds of historical sources can we use to learn about this history?

Activities

This resource packet includes Lesson Ideas to help extend lessons and further student understanding.

Primary Source Analysis

 The Romeo Family	1) What can this photo tell us about how the Romeo family lived in Louisville?
 La Festa, Louisville CO	2) How does La Festa, the Italian heritage festival in this photo, keep Italian culture alive?

Group Analysis

In groups as small as two, have a teacher read the following passage out loud and then have students discuss the questions within their group. If this is to be achieved during distance learning, students can write or type their responses.

<i>Louisville's Italian Heritage</i> states that "Some Italian families, such as the Zarini, Romeo, and Martella families, came to Louisville by way of nearby Marshall, which was a rough-and-tumble coal	1) What does this passage tell us about other coal mining towns around Louisville? 2) Why was Louisville attractive to families looking to set up their
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camp. The Italian families that settled in Louisville then drew relatives, friends, and fellow villagers from Italy and other places to also move here.”	homes? 3) What does this passage tell us about the ways that Louisville’s Italian population grew in number?
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Comparisons

This prompt, read by the teacher or presented to students, will ask students to compare their experiences with the experiences of Louisville residents.

Comparisons prompt:	Answer:
Italians formed tight bonds throughout Louisville neighborhoods, including a section known as “Little Italy.” Many families lived within walking distance of relatives and close friends. 1) How is this similar or different from the area where you live? a. Do you live close to all your relatives and friends?	

Terms

Italian: noun - A native or inhabitant of Italy, or a person of Italian descent.

Culture: noun - The customs, arts, social institutions, and achievements of a particular nation, people, or other social group.

Immigrant: noun - A person who comes to live permanently in a foreign country.

Census: noun - An official count or survey of a population, typically recording various details of individuals.

Bocce ball: noun- An Italian variety of lawn bowling played on a dirt court.

Surname: noun – A hereditary name common to all members of a family, as distinct from a given name. A family name.

Cuisine: noun - A style or method of cooking, especially as characteristic of a particular country, region, or establishment.

Primary source: noun - A primary source provides a first-hand account of an event or time period and are considered to be authoritative. They represent original thinking, reports on discoveries or events, or they can share new information. Often these sources are created at the time the events occurred.

-primary source examples-

- diaries, correspondence, ships' logs
- original documents e.g. birth certificates, trial transcripts
- biographies, autobiographies, manuscripts
- interviews, speeches, oral histories
- case law, legislation, regulations, constitutions
- government documents, statistical data, research reports
- a journal article reporting NEW research or findings
- creative art works, literature
- newspaper advertisements and reportage and editorial/opinion pieces

Secondary source: noun - Secondary sources offer an analysis, interpretation or a restatement of primary sources. They often attempt to describe or explain primary sources.

-secondary source examples-

- journal articles that comment on research
- textbooks
- dictionaries and encyclopedias
- books that interpret
- political commentary
- biographies
- dissertations
- newspaper editorial/opinion pieces