

TEACHER RESOURCE GUIDE



MADE IN ITALY

By Farren Timoteo

2021.22 Season
Stanley Industrial Alliance Stage

January 13- February 13, 2022

SPONSORED BY



TABLE OF CONTENTS

Welcome. ... Page 3

About the Arts Club
Theatre Company ... Page 3

Learning Objectives Page 4

BC Curriculum
Connections ... Page 4
....Page 5

Synopsis.

About the Playwright.Page 8

Character List

....Page 9

Discussion Questions ... Page 10

Activity 1: The story of a
Meal ... Page 11

Activity 2: Immigrate to
Canada ...Page 12

Sources

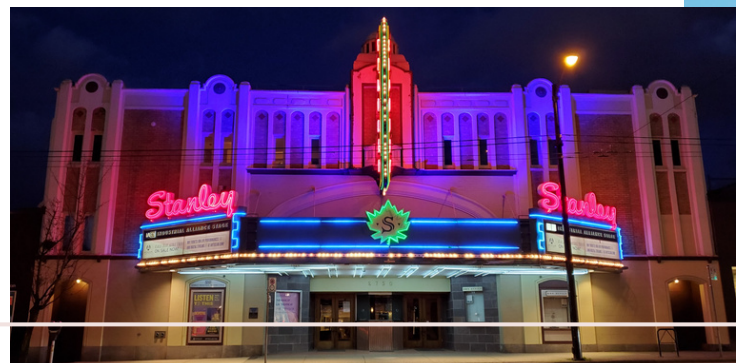
....Page 13

Welcome

This guide was created for teachers and students. It contains an overview of the play's story as well as informative resources and activities for teachers and students. The guide aims to provide background knowledge and critical perspectives on the play that will yield fruitful discussion and foster an understanding and appreciation of theatre arts.

If you have any questions, comments, or suggestions for the guide, please contact our Education & Outreach Manager, Hila Graf, at hgraf@artsclub.com.

This study guide was written by Sydney Marino and Mikenzie Page



About the Arts Club Theatre Company

The Arts Club of Vancouver was founded in 1958 as a private club for artists, musicians, and actors. It became the Arts Club Theatre in 1964 when the company opened its first stage in a converted gospel hall at Seymour and Davie Streets.

Now in its 58th season of producing professional live theatre in Vancouver, the Arts Club Theatre Company is a non-profit charitable organization that operates three venues: the Granville Island Stage, the Stanley Industrial Alliance Stage, and the Newmont Stage at the BMO Theatre Centre. Its popular productions range from musicals and contemporary comedies to new works and classics.

Learn more about the Arts Club Theatre Company at artsclub.com



Learning Objectives

After viewing *Made in Italy* and working through the following activities, students will be able to:

- Engage with themes of belonging and acceptance, and understand how they can be shown onstage.
- Reflect on ways real-life experiences can be used in dramatic works.
- Explore how the form of a show affects its content.

BC Curriculum Connections



Drama 8-12

- Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas
- Develop and refine performance skills in a variety of contexts
- Intentionally select and combine dramatic elements and conventions

English Language Arts 10-12

- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.
- Explore how language constructs personal and cultural identities.
- Construct meaningful personal connections between self, text, and world.

Social Studies 10-12

- Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence).
- Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective).
- Make reasoned ethical judgments about current and past issues after considering the context and standards of right and wrong.





Synopsis

ACT ONE



The show begins in the Mantini dining room in 1980. Salvatore Mantini, the patriarch of the Mantini family, enters and speaks to the audience about his personal journey immigrating to Canada. Salvatore also speaks about how a table is the most important piece of furniture you can buy because “it is the heart of the home...” where all the family shares a meal.

The scene changes to Jasper, 1975 where Francesco Mantini, the son of Salvatore, is singing an Italian song. He then tells the story of the day he realized he was Italian and different from everyone else and how it was the worst day of his life.

The scene changes back to the Mantini dining room where Salvatore explains that every meal must tell a story with a beginning, middle and end. He explains he is from Abruzzo, and was born on a pig farm in Tossicia. He pops the cork of his wine and begins to drink. The play transitions to Jasper in 1975 where a seventeen-year-old Francesco and Salvatore are arguing. Salvatore is berating his son for getting in a fight at school. Salvatore reprimands Francesco for not understanding the sacrifices he has made by immigrating to Canada and trying to make a better life for him and his son. Salvatore prays to San Gabriel, the patron saint of Abruzzo. San Gabriel appears and speaks a bible verse, then disappears. The scene shifts to Francesco telling his side of the fight. Mark Hendreziak, a fellow student, picks a fight with Francesco, calling him racist and homophobic slurs. Mark then proceeds to beat Francesco up.

The play changes back to the Mantini dining room where Salvatore drinks his wine. He speaks to the audience about his grief for his wife who died in Italy and his struggles with his son. The scene transitions to Our Lady of Lourdes Catholic Church in Jasper, 1975. The priest, Father Bedner, begins the service. He announces that Francesco will be singing a song in Italian for the church today. Francesco sings his song but in between verses vents his frustration about his hatred for his hometown. He proclaims that he will leave this town as soon as he can. The play changes to Salvatore, who is serving antipasti and articulating to the audience that antipasti means “before the meal”. Francesco takes over the role as storyteller and reveals that we are watching a Mantini family dinner. Francesco introduces us to the members of his family. Filippo, Salvatore’s older brother, and his wife Margherita and the miserable Benedetta Sansonetti, an older widow the Mantini family has adopted, are all introduced over the course of an elaborate dinner. The lights shift back to Salvatore cooking the full meal.





Synopsis

The play then shifts to Italy in 1976 where Francesco and Salvatore have flown home to visit. The entire village comes out to greet them enthusiastically. Francesco sees that his father has broken away from the group to go to an old water well by a hill. Salvatore then tells the story of the first time he ever saw his wife. Francesco then goes with his cousin, Peppino, to a tailor to learn how to dress. Peppino teases him about his lack of experience with women and then promises to get him a birthday present. Peppino ends up taking Francesco to a brothel where Francesco has to sing to the Madame of the house to prevent them from being shot. Francesco is allowed in and meets Anna, a prostitute. They have sex and the scene shifts to Salvatore, who is still cooking.

The play jumps to the fall of 1976. Francesco enters with his new look and is immediately bullied by Mark. San Gabriel and San Anna (the heavenly and imaginary version of Anna) have a moral debate over how Francesco should react. This inspires Francesco to get stronger and begin working out to fight back. There is a montage of him getting stronger until eventually he decides to fight Mark. Francesco pummels Mark and the act ends.

ACT TWO

The act opens in Jasper in 1978 with a radio DJ announcing CTV's "Search for Talent" competition in Edmonton. Francesco then takes the audience through his haircare and personal hygiene routine. Francesco introduces the audience to The Athabasca, the local disco club. He reveals he has gained respect since his fight with Mark and is now in a band with his cousin, Angelo. The band plays a set at The Athabasca and then Angelo convinces them to compete in the "Search for Talent" competition. Francesco gets drunk before the competition and ruins the performance. The scene switches to Salvatore having dinner on Friday at 6:30. He reveals Francesco doesn't come home anymore and nothing is the same.

The play transitions back to after the competition. To cheer Angelo up, Francesco takes him out to a bar. The bar is filled with "Gorbies", out-of-towners who ski the slopes in Jasper. Francesco bumps into a Gorby who calls him a racial slur, inciting a fight. Francesco is arrested and Salvatore goes to the jail to see him.

They argue and Salvatore refuses to bail him out and leaves. The scene transitions to the dining room where Salvatore recommends a salad to cleanse the palette.



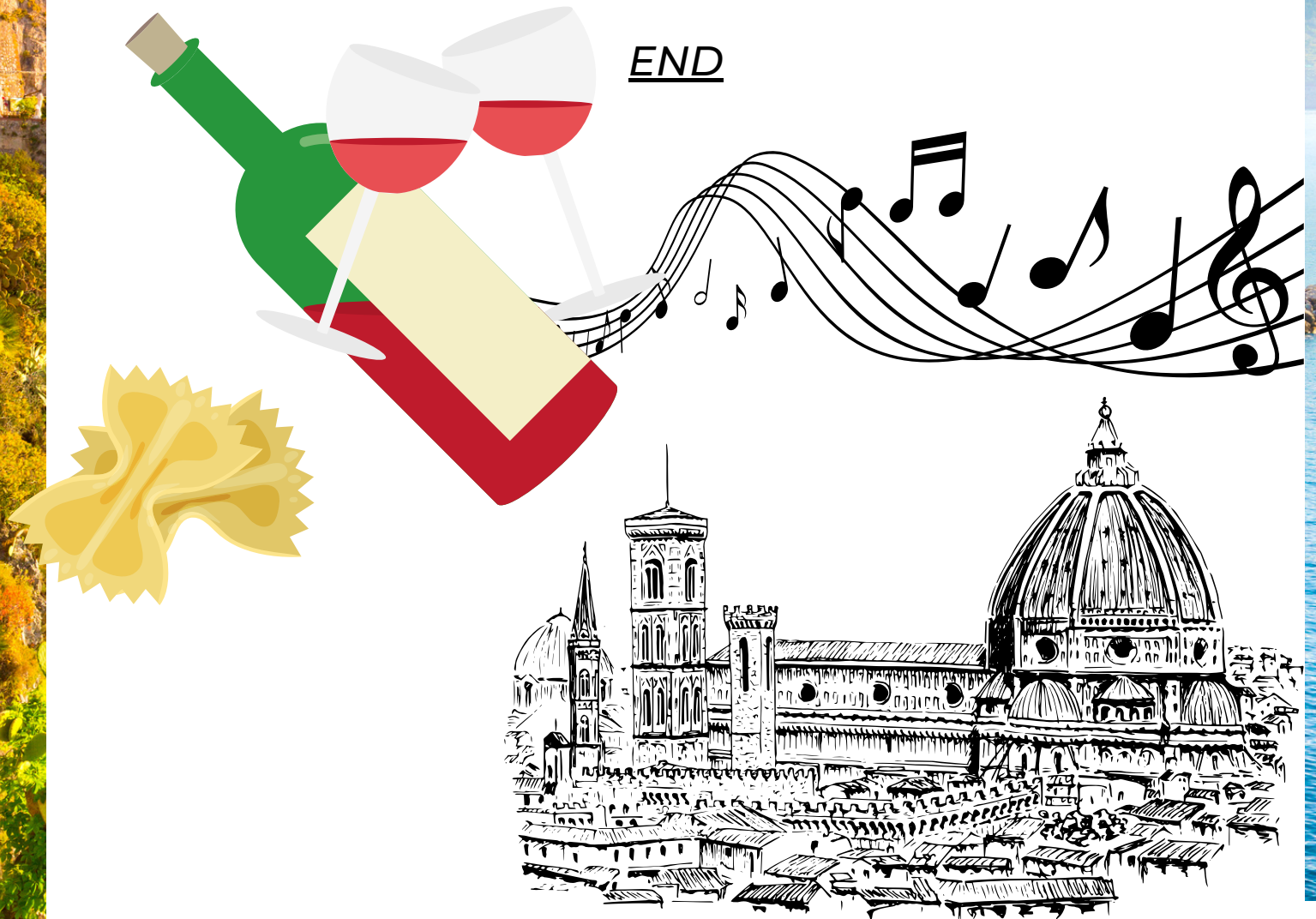


Synopsis

The scene changes to two years later where Francesco, who now goes by Frank Martin, is still performing in clubs. Francesco convinces Angelo to re-audition for CTV's "Search for Talent". The band ends up being invited to perform on the show, however Angelo's dad, Filippo, has a heart attack just a few weeks before they are supposed to perform. Francesco refuses to go back to Jasper and Angelo leaves. The scene transitions to Salvatore explaining why dessert/ the ending of a meal is so important. Back in Edmonton, Francesco calls his family, trying to get through to Angelo. Margherita answers and berates him for his selfish behaviour. The scene changes to CTV's "Search for Talent", and it's time to perform. The entire Mantini family is watching at home including Salvatore.

Francesco has an internal debate with San Anna and San Gabriel over his behaviour and apologizing to his father. Finally, it's his time to perform. Francesco begins by singing in English but switches to Italian halfway through, finally accepting and rejoicing in his culture. The scene switches to Salvatore in the dining room. The entire meal is finished and on display for the audience to see. Just as Salvatore is about to eat, the doorbell rings.

END



About the Playwright



Farren Timoteo is a writer, actor, and director based in Edmonton. He is the Artistic Director of the Alberta Opera Touring Association, which tours his work to thousands of students across Alberta each season. His play *Made in Italy* was inspired by his own family's experiences with immigrating to Canada. It debuted at Western Canada Theatre and has since had productions at the Citadel Theatre and Manitoba Theatre Centre. Farren has won multiple Elizabeth Sterling Haynes Awards, notably for his direction of *Pinocchio* and performance in *Monty Python's Spamalot*. He teaches at Edmonton's MacEwan University.

Character List

SALVATORE MANTINI: A middle-aged Italian immigrant from Abruzzo

FRANCESCO MANTINI: Salvatore's son, born in Italy but raised in Jasper.

SAN GABRIEL: The patron saint of Abruzzo.

MARK HENDREZIAK: -Francesco's fellow student at Jasper High.

FATHER BEDNER: A Catholic priest at the Our Lady Lourdes Catholic Church.

FILIPPO MANTINI: Salvatore's older brother.

MARGHERITA MANTINI: Filippo's wife.

BENEDETTA SANSONETTI: A fellow Abruzzese immigrant.

RAGAZZO: A young Italian boy in Abruzzo.

NONNA: Salvatore's mother, Francesco's Grandmother.

PEPPINO MANTINI: Francesco's Italian cousin in Abruzzo.

MADAME: The tough owner of a brothel in Abruzzo.

ANNA: A prostitute in Abruzzo.

SAN ANNA: The glorified "heavenly" version of Anna.

RADIO DJ: A radio personality for CJYR.

ANGELO MANTINI: Francesco's cousin, Filippo's son.

ANNOUNCERS: Various Emcees of different venues/ events.

JUDGE: A judge for CTV's "Search for Talent".

GORBY: An out-of-town visitor vacationing in Jasper.





Discussion Questions



Pre-Show Discussion Questions



- Have you ever seen a one-person show before? What are your expectations about what you will see on stage in this production?
- Have you ever seen any shows focusing on stories of immigrant families? How does this affect your expectations for this show?
- Do you have personal experience with immigration and how does that change your expectations for the play?

Post-Show Discussion Questions



- What did you think about the way this play balanced comedic and dramatic moments? How did this affect the way you viewed the show?
- Did you see anything different than you expected in this one person show? What were some ways that the actor differentiated the characters?
- How do you think the form of this show (a one-person show) contributes to its content?



Activity 1: The Story of a Meal

(Recommended for drama classes grade 8-12)



Rationale:

In *Made in Italy*, Salvatore explains that “every meal must tell the story.” The meal that Salvatore makes throughout the play acts as a framing device for the rest of the story. The exposition of the story is revealed with his aperitivo, and by the time the meal is finished, so is the story. This activity will use the framing device of a meal to highlight the different parts of a story: the beginning, middle, and end. Students will clearly define these parts of a story by creating scenes linking them to parts of a meal.

Explanation:

- Students will work in groups of four to create an improvised scene.
- The first person will be onstage by themselves, and they will be the HOST, setting up for some sort of dinner party. They will establish their character and the setting.
 - Ex. Are they a grandmother setting up their table for a family dinner? Are they a butler preparing a dining room for established guests to arrive?
- The first guest arrives, with an appetizer- the BEGINNING of the story. This character must also introduce a PROBLEM or INCITING INCIDENT.
 - Ex. “I barely made it over, there’s a blizzard starting out there!”
- The second guest arrives with the main course- the MIDDLE of the story. They add to the scene by complicating things further.
 - Ex. They try to warm up the house, but accidentally break the heater.
- Finally, the third guest arrives with dessert- the END of the story. They can make an excuse for their late arrival, and help find a conclusion to the scene.
 - Ex. They were so bundled up to make it through the blizzard that they have enough coats and mittens to keep everyone warm.



Activity Debrief:

- What were some of the challenges of adding the next part to the meal/story?
- How did you use the information presented to you to create your part of the story?
- What sort of information did you find important to convey at the beginning, middle, and end?

Activity 2: Immigrate to Canada



*(Recommended for English Language Arts,
Social Studies, and Drama classes grades 10-12.
Students may need access to a computer)*



Rationale:

In *Made in Italy*, Francesco deals with xenophobia throughout the play while attempting to find his own place of belonging. In this activity students will go through the immigration process as one of the characters in the play to gain a better understanding of Canada's immigration policies and why people choose/ are forced to leave their home. Students have the ability to create their own background for the characters to infer and fill in the gaps of what wasn't in the play. (e.g careers, financial situation, etc)

Explanation:



- Students will work in groups of 2-4 to go through the immigration process into Canada for each of the main characters in the play.
- Students will need to find out which visa is best suited for each individual character based on their profession, marital status, and age. This information can be found at www.canada.ca under immigration and citizenship.
- Once the students have found the best course of action for their character, they can create a scripted scene/skit/ improvised scene based around the immigration process. If students are passionate about another medium to express what they learned, go for it!
 - Ex. A couple arguing about the best way to fill out a form, saying goodbyes to friends and family, culture shock around living in Canada, someone calling their parents to find an old piece of information, a poem, etc.
- Once groups have completed their scenes/pieces, they can present them to the class and then discuss what the process was like.

Activity Debrief:

- What were some of the challenges of trying to immigrate to Canada? How do you think immigration varies from country to country?
- What do you think some of the differences are in immigration now vs immigrating in the 60's/70's when *Made in Italy* takes place?
- How do you think being an immigrant affects how the characters in *Made in Italy* see the world?
- How does immigration relate to belonging?





Sources



Farren Timoteo Bio

[https://www.canadiantheatre.com/dict.pl?](https://www.canadiantheatre.com/dict.pl?term=Timoteo%2C%20Farren)

[term=Timoteo%2C%20Farren](https://www.canadiantheatre.com/dict.pl?term=Timoteo%2C%20Farren)

<https://mqit.ca/playwrights/farren-timoteo/>

Canada Immigration Services

<https://www.canada.ca/en/services/immigration-citizenship.html>

