#

# **Urban Architecture in Italy**

**And its impact on Southern Indiana**

# **By: Cathy Hamilton**

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Madison, IN

Fun Fact: The fountain, originally cast iron, was presented, in 1876, to the Philadelphia Centennial Exposition by the **Republic of France**. It was then purchased by the Indiana Order of Odd Fellows and presented to Madison. It was returned to its original condition--but recast in bronze-- during the latter 1970's and re-dedicated in the summer of 1980. **TABLE OF CONTENTS**

**Contents Page**

**Curriculum Overview 3**

**World Map 4**

**Unit Overview, Format of Unit and Unit Resources 5**

**Lesson 1: Italy: Architectural Style**

 **Italy & Its Influence on Midwest Architecture 6**

**Lesson 2: Italy: The Urban Housing Dilemma**

 **Urbanization 11**

**Lesson 3: Controversial vs Non-Controversial Urbanization and Zoning 14**

**Lesson 4: Western Europe and N. America housing policies studied 17**

**Lesson 5: How to become an Architect, Urban Planner, and/or Zoning Expert 19**

Lesson 6: Italianate Design

 **Drafting an Italianate home**  **22**

**Indiana Standards Addressed 24**

**Urban Architecture in Italy**

**And Its Affects within the Midwest, particularly Indiana**

# By Cathy Hamilton

Areas covered in this unit included the historical, political, social, and architectural facets of Italy and the United States.

The primary sources used in the classroom will be sources found on the Internet, sources from two books: *Housing in Italy* by author Thomas Angotti and *American Architecture*, prints and handouts from the teacher on Italianate style coupled with the included PowerPoint presentation. ***Daily, the teacher will read from the book* Housing in Italy *by Thomas Angotti until the book is finished.*** Reference:

Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications

Indiana Academic Standards addressed are included at the beginning of each lesson sheet.

This author of this paper has taught drafting at a Vocational school for over 10 years, and at Ivy Tech Community College for over 13 years in design technology, and over 4 years with the apprenticeship /union trades program.

B.S. Construction Technology- Indiana State University 1981

Minor- Architectural Drafting and Design- Indiana State University 1981

Masters-Human Resource Development for Higher Ed. and Industry- 2000

School: Prosser School of Technology

[**http://www.prossertech.org/classes/draftingandcomputeraided/draftingandcomputeraided.shtml**](http://www.prossertech.org/classes/draftingandcomputeraided/draftingandcomputeraided.shtml)

Subjects: Engineering Drawing and Design, (Drafting), Architectural Drafting and Design

Length: There are six projects varying from one to fifteen class periods adapted for High School (11-12)

Primarily - Vocational Education.

*Because Prosser School of Technology is a technology-based school and many students have been studied and found to be kinematics’ learners, the majority of the lessons are PowerPoint based, class-discussion, Drafting, and board presentations for hands-on lessons.*



*QUESTIONS TO PONDER AND SPARK INTEREST OF THE STUDENTS:*

1. WHAT IS ITALIANIATE STYLE ARCHITECTURE?
2. HOW AND WHY WAS ITALIANIATE ARCHITECTURE BROUGHT TO THE U.S.?
3. WHAT IS ARCHITECTURE? WHAT IS URBANIZATION? WHAT IS ZONING/PLANNING?
4. HOW DO THEY WORK TOGETHER? APART? CONFLICT, RESOLUTION…
5. HOW DO THE ISSUES OF “SQUATTERS”/WELFARE/HOMELESS, GOVERNMENT HOUSING AFFECT ARCHITECTURE, HOUSING, ZONING, AND OTHER ASPECTS OF ARCHITECTURE, PLANNING?
6. HOW HAVE FOREIGN COUNTRIES, IMMIGRATION AFFECTED THE (PRIMARILY MIDWESTERN) INFLUENCE ON ARCHITECTURE, ZONING, PLANNING COMPARED TO WESTERN EUROPEAN COUNTRIES, PRIMARILY ITALY?

**Curriculum Overview**

**Urban Architecture in Italy vs. Southern Indiana**

#

# **Unit Overview**

The following lessons focus on the Midwest and its influence from Italianate Architectural styles, urbanization, zoning, and also many of the lessons will be based on Italy and the U.S.A. and their neglect in addressing social urbanization. Many today feel that government-supported housing is a popular forum for taking care of the needy; however, if students are interested in Architecture and planning, then they need to develop an awareness and understanding of urbanization or lack of an urban plan created by Indiana and Italy’s professional developers, government and its relationship to politics and society and compare it and try and understand it. This curriculum unit will introduce students to the concept of history through “doing” vs. history through reading only. The rationale for this unit of study is best explained by the following statement found in *Housing in Italy*,”…It assesses the relationship between housing movements and organized labor…. the political significance of reforms in public housing … urban renewal, and urban and regional land-use planning is evaluated.”

# **Format of Unit**

The first page of each lesson lists objectives, discussion/motivators, resources, key words to use with Internet search engines, reading/writing strategies, length of lesson, Indiana Academic Standards for English/Language Arts addressed, and assessments. This first page is for instructor use. The following page(s) for each lesson serve as project sheets and are for student use (noted in teal color). The unit consists of six projects. Lessons are flexible and may be omitted per the instructor’s discretion and/or may be adapted for individualized instruction depending upon skill and resources of students. ***An accompanying PowerPoint may be utilized for each lesson.***

# Objectives

## Unit objectives are reflected in the Indiana Academic Standards; lesson objectives are stated on the first page of each lesson.

##

# Assessments

## Assessments are stated on the first page of each project. Both standards-based and authentic assessments are utilized to evaluate student knowledge, skills, thinking skills, and performance throughout this unit of study.

***Student’s handout are identified by Blue Lettering***

# (Instructors Copy) **Italy: Architectural Style**

# **Lesson 1: Italy and Its Influence on Midwest Architecture**

* Objectives: After completing the lesson students will be able to identify, interpret, compare, and discuss the Architecture of Italy vs. Italianate style Architecture here in Indiana and analyze existing buildings in terms of meaning, significance, and elements related to architecture and urbanization. Also the students will study the architects used and their influences on the cities chosen.
* Discussion/Motivators: What stories do the buildings and styles of architecture tells us? What is the style of architecture? What are the obvious elements of the building to verify the style? What elements are expressed through these buildings? Who were the major architects of the period? What were the most prominent architects? Use the attached PowerPoint presentation.



Remind students of the following:

Italianate Features to Look For:

* Hip roof with deep eaves, heavy bracket work and wide entablature
* Hooded, arched, or decoratively treated window lintels; tall, narrow windows
* Porches for homes are very common, most have heavy chamfered wood posts
* Used for public buildings, home and commercial buildings
* Both formal, balanced plans and asymmetrical plans
* Cast iron or sheet metal for some details (especially on public or commercial buildings)

Resources: Invite local architects e.g. (Tom Millea, New Albany, IN-Former graduate of Prosser School of Technology), to come in and speak to the class. Also, the historical guide to West Baden, IN, Barbara Thompson, will be secured to come into the class to speak to the class on the historical Italianate influence in the area. Local zoning and planning experts will be contacted to discuss their jobs with the class. The class will also assigned the book *American Architect: An Illustrated Encyclopedia*, and from this book, they will study the following words: Italianate style, Villas, Town Houses, Palazzi, High Victorian Gothic, and more. Also the Internet will be utilized, (verbally tie in the field trips from Madison, IN, French Lick, IN, Salem, IN and Italianate Architecture into the lesson). Internet Resources will also be utilized. ***An accompanying PowerPoint may be utilized for each lesson.***

* With projector (linked to the internet), show Indiana sites which are heavily influenced by Italianate architecture:

<http://www.keywestshrimphouse.com/history_of_madison_indiana.htm>

<http://www.historicdistricts.com/IN/Vigo/state.html>

<http://www.easternindiana.com/lev2/hfbedbrkfst.html>

<http://www.ci.valparaiso.in.us/hpc/Tours/Banta-I/banta-I.htm>

<http://www.nationalregisterofhistoricplaces.com/IN/White/state.html>

* Keywords to use with Internet Search Engines: Outstanding architects and engineers from Italy are some of the following: Pier Luigi Nervi (considered one of the foremost European architectural designers of the 20th cent.), Giuseppe Terragni, Gio Ponti, and Renzo Piano. Outstanding architects from Southern Indiana using Italianate architecture styles are Francis Costigan, David Dubach, and others.
* On overhead, linked to the internet, use the great buildings online site for Italian architects:

<http://www.greatbuildings.com/architects/Pier_Luigi_Nervi.html>

* *Length: 10 class periods. Introduce assignment, computer lab to do cursory research and to obtain copy of architecture styles, complete. Read aloud to class the sequential next 20 pages of* Housing in Italy *by author Thomas Angotti before the lesson formally starts each day.*

*Prosser School of Technology is block scheduled, therefore one lesson period will consist of 2 hours and 35 minutes.*

Introduction ½ class period

Guest Speaker s 2 class periods Architecture style and architects analysis 2.5 class periods Urbanization compare/contract N.America vs. European

PowerPoint 2 class periods

Assessment 1 class period

Total 8 class periods

Class sessions may vary based on the understanding and retention of the student base. Also, sessions may vary based on the school sessions and the events within the school scheduled.

Indiana Academic Standards: Standard 6 The Uses of Geography WG.6.3, WG.6.4, WG.6.5, WG.6.6, WG.6.7, WG.4.1, WG.4.3, WG.4.4, WG.4.5, WG.4.6, WG.4.10, Standard 2
Places and Regions WG.2.1, WG.2.3, WG.2.4, WG.2.5, WG.2.6, WG.2.7, Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications 11.7.1, 11.7.2, 11.7.6, 11.7.911.7.10, 11.7.14

# (Student Copy) Lesson 1

# Analyze an Italian & Indiana City

#  Analyze Italian Indiana Architect using Italianate Styling

Of all the styles of the 19th century, the Italianate style was one of the most common in Indiana.

**About the Italianate Style**

****The Italianate style began in England in approximately the 1840s.

By the late 1860s, Italianate was the most popular house style in the United States. Historians say that Italianate became the favored style for two reasons:

* Italianate homes could be constructed with many different building materials, and the style could be adapted to modest budgets.
* New technologies of the Victorian era made it possible to quickly and affordably produce cast-iron and press-metal decorations.

Italianate remained the most popular house style in the USA until the 1870s. Italianate was also a common style for barns, town halls, and libraries. You will find Italianate buildings in nearly every part of the United States except for the Deep South. There are fewer Italianate buildings in the southern states because the style reached its peak during the Civil War, a time when the south was economically devastated.

Italianate buildings are usually asymmetrical in plan, but occasionally, a balanced plan. The style usually has a wide entablature with heavy scroll brackets supporting wide eaves identifies most Italianate buildings. Usually the windows were tall, narrow and often half-rounded or segmental arched on top. Some were surmounted by ornamental stone or pressed metal hoodmolds. Architects distinguished large houses and public buildings with high towers, inspired by the bell towers of the Italian countryside. Within Italianate style the walls were built of clapboard siding or brick with stone detailing. Porches were very common on Italianate homes; they featured chamfered posts and bracketed cornices. In Indiana, the Italianate style was most popular between 1855 and 1890. Unlike other late 19th century styles, Hoosiers selected the Italianate style for all kinds of buildings, including commercial and industrial structures.

Reference: http://architecture.about.com/od/periodsstyles/ig/House-Styles/Italianate.htm

****

Critical Thinking Worksheet:

Students are to assess the following, record these draft notes and turn in to the instructor:

1. Analyze an existing city in Italy in terms of meaning, significance, and elements and its relevance to Architecture vs. a close town here in the Midwest. What architect influenced a city in Italy that you decided to research/what architect influenced the city that you live in or are researching here in Indiana?
2. What current Modern Era Italian Architect has influenced Italy and have any influenced Indiana? Document your findings and links/resources used for validation.
3. How did you discover the Architects you studied? Who was the Architect and what are the pertinent details about this person? What architect using Italianate influence is your favorite and why –explain.
4. Write down what web sites you obtained your information from, and/or book resources.
5. What respected Architects in the Midwest (Indiana) were influenced by Italian architects?
6. Explain how Italianate Architecture arrived in the Midwest.
7. List and report on at least three buildings in Indiana that are Italianate style.
8. Assess how people’s changing perceptions of geographic features have led to changes in human societies.

**ASSIGNMENT:**

**To begin**: Research a major city and prominent architect within Italy that you will be studying and compare it to the city where you now reside or another city, and the architect used in that city (must be an Indiana town), print off relevant information and file for later use.

1. Print or save on a USB drive the picture(s) of the buildings and Architects used in the city of your choice, write down your interpretation of the architectural movement/architectural style and how the city currently is affected from the historical point of view. Write a brief explanation of how the Italianate style is reflected.
2. Analyze and compare a city in Italy and its relevant architect and one in Indiana with Italianate Style Architecture, in terms of meaning and elements, and its relevance to Architecture. (Individuals, Society, and Culture) Write down relevant facts for further review, and in preparation of your speech.
3. What current Modern Era Italian Architect has influenced Italy and have any influenced Indiana? Document your findings and links/resources used for validation. (History; Individuals, Society, and Culture)
4. Identify three buildings within Indiana which are Italianate style, list your resources. What architect using Italianate influence is your favorite and why –explain. (History; Individuals, Society, and Culture)
5. Identify major patterns of human migration (Population growth or lack of), both in the past and present in Italy and the town of your choice in Indiana. (History; Individuals, Society, and Culture) If you use a web site, record the site for verification purposes.
6. Explain how trends with bright colors, escalators, etc. were influenced by Italian Architects, and which ones. In particular study and comment on Renzo Piano.
7. Identify spatial patterns in the movement of people, goods, and ideas throughout history and how these influenced the architectural movement. (Economics; History; Individuals, Society, and Culture)
8. Evaluate the impact of human migration on physical and human systems and how it influenced the architectural movement. (Economics; Civics and Government; Individuals, Society, and Culture)
9. Assess how people’s changing perceptions of geographic features have led to changes in human societies. (Individuals, Society, and Culture)

Assessment: Students are to prepare a PowerPoint presentation, coupled with an informal speech on their findings and then present to the class (a minimum of 15 minutes) about their Italian city and architect vs. Indiana and its Italianate influenced architect, and its growth, planning, and migration to the class based upon their research and their notes. Copies of the speech are to be passed out to all students. Students are to submit to instructor their speech and PowerPoint, all notes, web links, and what book and/or reference book titles that they utilized. All resources and references are to be listed at the end of the PowerPoint presentation.Standard 4 WRITING: Process 11.4.1, 11.4.6, 11.4.9, 11.4.10, 11.4.11, Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) 11.5.4, 11.7. 11.7.2, 11.7.6, 11.7.9, 11.7.10, 11.7.14

At the end of each speech, and informal Q & A will be allowed.

# (Instructors Copy) **Italy: The Urban Housing Dilemma**

Lesson 2: Urbanization

* Objectives: After completing this lesson students will be able to define and explain urbanization, distinguish and interpret different forms of urbanization and zoning.
* Discussion/Motivators: What is urbanization? What is its purpose? What do you know about urban planning and zoning? What qualifies a zoning expert? Is the zoning and urban planning working in Italy? Look around your town for examples of zoning. What types of urban renewal do you notice? Do you think urban planning is worldwide? Can it speak a universal language? Does all urban planning fall under the genre of sex, politics, or religion? By what standards is zoning and urban planning judged to be effective? Ask students to seek feedback from fellow students and family members regarding their thoughts about zoning and urban planning.

Resources: Internet and library, local architects, zoning commissioners. ***An accompanying PowerPoint may be utilized for each lesson,***

* Read aloud to class 20 pages of *Housing in Italy* by Thomas Angotti before the lesson formally starts each day.

* Keywords to use with Internet Search Engines: Zoning, Urban Planning, Italian Urban Housing, Indiana Housing

 Introduce assignment .5 class period Introduce Urbanization and Its impact 1.5 class period Facts/statistical information 1 class period Architectural styles 2 class periods

Assessment 1 class period

Total 6 class periods

This is a projected time line, and may be adjusted based on the comprehension and maturity of the student base.

Indiana Academic Standards: English/Language Arts, Standard 4 WRITING: Process 11.4.1, 11.4.6, 11.4.9, 11.4.10, 11.4.11, Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) 11.5.4, 11.7. 11.7.2, 11.7.6, 11.7.9, 11.7.10, 11.7.14

# (Student Copy) Lesson 2

# Italy: The Urban Housing Dilemma



Critical Thinking Worksheet:

Students are to assess, prepare a written speech and PowerPoint presentation and then to orally report to the class on the following:

1. Analyze an existing city in Italy in terms of the housing dilemma vs. the town of their residence or a town with Italianate Architecture here in the Midwest. Use location references to identify the Italian city’s location, size and demographics vs. the city where you reside or are studying, (Internet resource used here) or local demographics from the Court House files. Student is to copy web site and print off the information and/or web link.
2. Understand the relationships between changing transportation technologies and increasing urbanization while considering the housing dilemma.
3. Evaluate the impact of human migration and how it has impacted the housing dilemma; Italy vs. where they live, or the city they chose to study.
4. Analyze an existing city in Italy in terms of meaning, significance, and elements and its relevance to Architecture. Write down relevant facts for further review, and in preparation of your speech.
5. Identify major patterns of human migration (Population growth or lack of), both in the past and present in Italy and the town of your choice in Indiana. (History; Individuals, Society, and Culture) Specifically from 1970-current. If you use a web site, record the site for verification purposes. If you interview a person from your local government, that persons name, address, title, phone number, and date of interview must be turned in and recorded.
6. Understand the relationships between changing transportation technologies and increasing urbanization. (Economics; Individuals, Society, and Culture)
7. Evaluate the impact of human migration on physical and human systems. (Economics; Civics and Government; Individuals, Society, and Culture).
8. Assess how people’s changing perceptions of geographic features have led to changes in human societies. (Individuals, Society, and Culture)

**ASSIGNMENT:**

**To begin:** Research a major city within Italy that you will be studying on urbanization, print off relevant demographic and architectural information and keep. After analysis of an existing city in Italy, then comparing/contrasting where you now live here in the Midwest or the Indiana town you are studying.

Contact the local government authorities for demographic and urban information.

Analyze an existing city in Italy and a town in Indiana in terms its housing dilemma and its relevance to Architecture. Write down relevant facts and save for further review.

Identify spatial patterns in the movement of people, goods, and ideas throughout history. (Economics; History; Individuals, Society, and Culture)

Understand the relationships between changing transportation technologies and increasing urbanization. (Economics; Individuals, Society, and Culture)

Evaluate the impact of human migration on physical and human systems. (Economics; Civics and Government; Individuals, Society, and Culture)

Assess how people’s changing perceptions of geographic features have led to changes in human societies. (Individuals, Society, and Culture)

WITHIN YOUR POWERPOINT PRESENTATION A GRAPH OF YOUR CHOOSING MUST BE PREPARED AND SHOWN OUTLINING THE DEMOGRAPHIC’S FROM THE 1960’S TO THE PRESENT TIME ON YOUR ITALIAN CITY VS. YOUR INDIANA CITY. BE PREPARED TO COMPARE AND CONTRAST INFORMATION DURING THE CLASS DISCUSSION.

Assessment: Students are to give an informal speech, coupled with a PowerPoint on their internet findings/illustrating their studies and results, of no more than 15 minutes about their Italian and Indiana cities and their urbanization renewal, lack of urbanization planning, historical planning and zoning to the class based upon their notes. Students are to also use pictures, graphs, and handouts to deliver their findings in the PowerPoint presentation.

Students are to hold an informal discussion panel with the class answering the audience while addressing the following: What is urbanization? What is its purpose? What do you know about urban planning and zoning? What qualifies a zoning expert? Is the zoning and urban planning working in Italy? Look around your town for examples of zoning. What types of urban renewal do you notice? Do you think urban planning is worldwide? Can it speak a universal language? Does all urban planning fall under the genre of sex, politics, or religion? By what standards is zoning and urban planning judged to be effective?

All resources and references are to be listed at the end of the PowerPoint presentation.Standard 4 WRITING: Process 11.4.1, 11.4.6, 11.4.9, 11.4.10, 11.4.11, Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) 11.5.4, 11.7. 11.7.2, 11.7.6, 11.7.9, 11.7.10, 11.7.14

# (Instructors Copy) **Italy: Urbanization**

**Lesson 3: Controversial vs Non-controversial Urbanization and Zoning**

* Objectives: After completing this unit, students will be able to determine what constitutes controversy in urbanization, and categorize zoning as controversial or non-controversial.
* Discussion/Motivators: Define Controversy. How can architecture be controversial? (“Squatters,” welfare, government housing) Are some aspects of zoning and urbanization controversial? Which specific aspects of planning do you consider controversial? What factors do you think lead architects to create controversial architecture?

Resources: Internet, local governmental agencies, commissioners. ***An accompanying PowerPoint may be utilized for each lesson.***

* Keywords to use with Internet Search Engines: Italian Urban Planning, Controversial Italian Architecture, North American urban planning, welfare, planning commissioners, free housing.
* Read aloud to class 20 pages of *Housing in Italy* by Thomas Angotti before the lesson formally starts each day.

 Introduce assignment .5 period Internet/library resources 2 periods Cut images .5 period

Arrange and secure images 2 periods

Assessment 1 period

Total 6 class periods

This is a projected time line, and may be adjusted based on the comprehension and maturity of the student base.

* Indiana Academic Standards: Standard 6 The Uses of Geography WG.6.3, WG.6.4, WG.6.5, WG.6.6, WG.6.7, WG.4.1, WG.4.3, WG.4.4, WG.4.5, WG.4.6, WG.4.10, Standard 2
Places and Regions WG.2.1, WG.2.3, WG.2.4, WG.2.5, WG.2.6, WG.2.7, Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications 11.7.1, 11.7.2, 11.7.6, 11.7.911.7.10, 11.7.14
* Assessment(s): Student/teacher generated rubric. Divide students into 3 groups with one group representing the general public, one representing a town zoning group, and one representing residents of the community. Have students discuss the presenter’s boards from the perspective of the group they represent. Together have students judge the most effective board, and discuss why they thought it was a successful presentation.

(Student Copy) Lesson 3

Controversy in Urbanization

**ASSIGNMENT:**

Use the Internet to research controversy in urban planning. Your topic should be related to the buildings in Italy vs. Indiana, consequences for lack of planning, and/or success of planning. Students are to define squatters, and address the influence of “squatters,” welfare recipients, elderly, handicapped, and government housing in both countries.

1. As a group (assigned by the teacher) you are to create a presentation board where you will present your works demonstrating your findings on what zoning and planning are and how the elements of Architecture are infused into your findings.
2. Copy/cut or duplicate images and words from the Internet, newspapers and/or magazines to convey your idea for your presentation and your display that you are responsible for in conveying your discovery.
3. Organize your Architectural pieces by scanning or copying them onto the UBS drive for importing into your PowerPoint presentation and design board. Make decisions based on what you know about the principles of design and the elements of architecture-planning/zoning and address the influence of the poor, indigent, “squatters,” welfare recipients, and government housing. Secure your works on your file on the computer.
4. Interview a local architect, and ask some of the following questions: if you design a new apartment building, do you consider the poor, handicapped, and or elderly? What design considerations do you use when addressing these issues. Again, record your interview facts, time, and place of interview, name of Architect, phone number and their comments.
5. Class discussion about zoning principals, planning and/or lack of planning. How do the elderly, poor, and/or handicapped influence design criteria?
6. Does graffiti have an effect on planning and zoning? How can you verify this? How does graffiti get perceived from country to country? Is all graffiti considered to be indigent?
7. Students are to explore if the town they are studying has graffiti-they are to call and or write to the town hall and zoning commissioner of that town and ask relevant questions-what is done about the graffiti? How is the graffiti viewed? Who removes and pays for the graffiti removal? Students are to verify time, phone number and contact person for their paper.

Assessment(s): Student/teacher generated rubric. Divide students into 3 groups with one group representing the zoning and urban planning, one representing architects, and one representing residents of the community who are over the age of 50, handicapped, and with an income of below $15,000/year. . Have students discuss the presentations and arguments from the perspective of the group they represent. Together have students judge the most effective presentation, and discuss why they thought it was a successful presentation (Which is more important to consider-Design or planning?).

Question for thought: Do we relent on zoning practices for the sake of design considerations?



Lesson 3

WORKSHEET-Turn in to Instructor:

Your Name:

Date:

Name of Interviewee:

Job Title/Position:

Company Name and Address:

Telephone Number:

Interviewee Email:

Length of Interview:

If you design a new apartment building, do you consider the poor, handicapped, and or elderly?

What design considerations do you use when addressing these issues?

Does Graffiti have an effect on planning and zoning?

Do you consider all graffiti considered to be indigent?

Their Signature and Date:

# (Instructors Copy) **Italy: Urbanization**

**Lesson 4: Western Europe and N. America Housing Policies Studied**

* Objectives: After completing this unit, students will be able to determine what housing policies are based on the combined principles of the market economy and how public-sector intervention may play a major role in the provision of social housing. Does aging have an affect on architecture and housing policies?
* Discussion/Motivators: How and why have housing policies? Who determines housing policies? How are housing policies enforced (compare and contrast between countries). Does unionization play a role in determining housing sectors?

Resources: Internet, Library, local zoning officials, local planning commissioners, local university professors.  ***An accompanying PowerPoint may be utilized for each lesson.***

* Read aloud to class 20 pages of *Housing in Italy* by Thomas Angotti before the lesson formally starts each day.

 Introduce assignment .5 period Internet/library resources 2 periods

Research and start report 2.5 periods

Finish report 2 periods

Assessment 1 period

Total 8 class periods

This is a projected time line, and may be adjusted based on the comprehension and maturity of the student base.

Assessment(s): Student/teacher generated rubric. Divide students into 2 groups with one group representing Western European (Italy) country and one being the North America sector. Have students discuss the papers and arguments from the perspective of the group they represent. Together have students judge the most effective paper, and discuss why they thought it was a successful presentation

(Student Copy) Lesson 4

Western Europe and North America housing policies studied

## Resources: Magazines, newspapers, Internet resources, local planning officials

Using the available resources, prepare a PowerPoint presentation comparing and contrasting how housing policies are formed. Explain how housing policies are different between the two countries. Who controls the policies from country to country? How are city planning mechanisms formed, documented and enforced? Do housing policies affect architecture? How does an aging society affect housing policies and architecture?



1. Complete your report using the Internet, newspapers and/or magazines, and contacting local officials to convey your idea. When contacting local officials, record the person’s name, title, city, county, phone number, and date of contact for verification purposes.
2. Organize your thoughts on how to complete your countries choice in a logical manner.
3. Present your slideshow to the class. Minimum of 20 minutes for the presentation.
4. Class discussion about housing policies.
5. List specific examples of how aging affects housing and architecture. State where you obtained your facts.
6. List specific examples of how the two countries vary in their housing policies.

(Instructors Copy) **Italy: Urbanization**

**Lesson 5: How to become an Architect, Urban Planner and/or Zoning Expert**

* Objectives: After completing this unit, students will be able to determine what education, certification, knowledge is needed to become an Architect, Urban Planner, and/or Zoning Expert.

* Discussion/Motivators: How and why become an architecture, and /or city planner? Which specific aspects of the various fields do you consider important? What factors are helping you to make your career choice? What post-secondary schools have these majors (Architecture, Zoning, Planning? Length and cost of education, and expected duties/salaries of position)?

Resources: Internet, Library, interview with Architect, post-secondary school information. ***An accompanying PowerPoint may be utilized for each lesson.***

* Keywords to use with Internet Search Engines: Urban Planning, Architecture, Zoning, and college.
* Read aloud to class 20 pages of *Housing in Italy* by Thomas Angotti before the lesson formally starts each day.

 Introduce assignment .5 period Internet/library resources – 1 period

Interviews with local Architects, Zoning/Planners 2 periods

Research and start report 2 periods

Finish report 1 period

Assessment .5 periods

Total 7 class periods

This is a projected time line, and may be adjusted based on the comprehension and maturity of the student base.

Indiana Academic Standards: Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications 11.7.1, 11.7.2, 11.7.6, 11.7.9, 11.7.10, 11.7.14.

English Language Conventions-Standard 6 - 11.6.1Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage. 11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

(Student Copy) Lesson 5

Becoming an Architect, Urban Planner and/or Zoning Expert

**ASSIGNMENT:**

## Resources: Magazines, newspapers, and Post-Secondary information from universities.

 Internet resources, interview with an Architect, Planner, etc. Attached Worksheet.

Reference American Planning-<http://www.planning.org/>

Using the available resources research a career in architecture, urban planning, and/or zoning.

1. Prepare a design board presentation showing your information. You may use the Internet for research. You must interview with an Architect, city planner, and/or zoning planner (student to provide time, place, phone number, date that they interviewed an architect and or city planner to the teacher-see worksheet), newspapers and/or magazines to convey your idea.
2. What training and or schooling are required for Italians to become an Architect vs. an American citizen in this century? Compare and Contrast.
3. In the 1800’s what training and or schooling was required for an Italian and an American to become an Architect? Compare and Contrast.
4. Research the cost and time associated with pursuing your career choice. What is the starting wage for your career choice here in Indiana vs. a more metropolitan area, e.g. New York?
5. Organize your thoughts on how to complete your career choice in a logical manner, e.g. Starting your career choice after high school graduation. Make decisions based on what you know about the principles of design and the elements of architecture-planning/zoning!
6. Read your report out loud to the class.
7. What famous Italian Architect did your interviewee know of? Any? Why not? Why?
8. Class discussion about zoning, planning, and/or architecture.

Lesson 5

WORKSHEET-Turn in to Instructor:

Your Name:

Date:

Name of Interviewee:

Job Title/Position:

Company Name and Address:

Telephone Number:

Interviewee Email:

Length of Interview:

Was college required for this job?

What College did they attend and the location:

Years of College and Degree Obtained:

Years of Service in this field:

Are they required to continue their education?

Does their job require them to have a state license of some kind?

What/Who influenced them to enter this field?

Best part of their job?

Worse part of their job?

Their Signature and Date:

(Instructors Copy) **Italy: Italianate Design Style**

**Lesson 6: How to Design a Home in Italianate Style**

* Objectives: After completing this unit, students will be able to lay out a floor plan and exterior elevations with Italianate Styles featured, discussed and studied.
* Note: this lesson is geared for students who have had drafting experience.

* Discussion/Motivators: How and why design in Italianate? Which specific aspects of the various design features do you consider important? Cost, Labor, Artisans contacted and their cost?
* Resources: Internet, Library, interview with Architect, interview with local realtors, and craft persons.

 ***An accompanying PowerPoint may be utilized for each lesson.***

* Keywords to use with Internet Search Engines: Italianate style, Architecture.
* Read aloud to class 20 pages of *Housing in Italy* by Thomas Angotti before the lesson formally starts each day.

 Introduce assignment 1 period Research and start floor plans 5 periods

Elevations 4 periods

Assessment 2 periods

Total 12 class periods

This is a projected time line, and may be adjusted based on the comprehension and maturity of the student base.

Indiana Academic Standards: Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications 11.7.1, 11.7.2, 11.7.6, 11.7.9, 11.7.10, and 11.7.14. Standard 4 Writing Process, 11.49 Research and Technology - Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.

(Student Copy) Lesson 6

Designing & Drafting a home of 1800 square feet with Italianate Style Architecture

Supplies needed: Telephone, AutoCAD and or Revit Software, architectural scale, drafting paper, and other drafting supplies.

Using the available resources, design a 2 story, 1800 sq. ft. home on the Italianate Style of Architecture using a minimum of five features of Italianate Style. (The five elements must be shown and verified to the instructor).

Print out on “C” paper (17” x 22”), a fully dimensioned, 3 bedroom, 2 bathroom, kitchen, family room, two story home. Blueprints to be turned in: floor plan, foundation plan, all elevations, and wall section.

The elevation sheets must show and have noted all the Italianate elements! Minimum of five details!

After interviewing any local realtor, you are to verbally inform the class of their position on designing a home with the Italianate Style and their opinion of its resale value. Also, you are to interview a general contractor and get a verbal quote of the cost of adding the details of Italianate. All information gathered to be turned in and reported on the final day when you turn in your blueprints. Again, all information from verbal interviews is to be noted with the date, time, and interviewee name, position, phone number, etc. so that all information can be verified.



# **Indiana Academic Standards- http://www.doe.state.in.us/standards/welcome2.html**

# This unit addresses the following standards:

English/Language Arts

Standard 4
WRITING: Process

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students’ progression through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

11.4.1 Discuss ideas for writing with classmates, teachers, and other writers.

11.4.6 Use language in creative and vivid ways to establish a specific tone.

Research and Technology

11.4.9 Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.

Evaluation and Revision

11.4.10 Review, evaluates, and revises writing for meaning, clarity, achievement of purpose, and mechanics.

11.4.11 Edit and proofread one’s own writing, as well as that of others, using an editing checklist.

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

11.5.4 Write historical investigation reports that:

explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

include information from all relevant perspectives and take into consideration the validity and reliability of sources.

Standard 6
WRITING: English Language Conventions

Students write using Standard English conventions.

11.6.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

11.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

Standard 7
LISTENING AND SPEAKING: Skills, Strategies, and Applications

11.7.1 Summarize a speaker’s purpose and point of view and ask questions to draw interpretations of the speaker’s content and attitude toward the subject.

11.7.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.

11.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.

11.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating of stereotypes; and using visual representations, special effects, and language).

11.7.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.

 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

Standard 1
The World in Spatial Terms

WG.1.3 Use locational technology (Use latitude and longitude to locate Western European countries with respect to the North America).

WG.1.5 Ask geographic questions related to Italy and obtain answers from a variety of sources, such as books, atlases, and other written materials; statistical source material; fieldwork and interviews; remote sensing; word processing; and GIS. Reach conclusions and give oral, written, graphic, and cartographic expression to conclusions.

WG.1.7 Explain that people develop their own mental maps or personal perceptions of places in the world, that their experiences and culture influence their perceptions, and that these perceptions tend to influence their decision-making. (Individuals, Society, and Culture)

Standard 2
Places and Regions

WG.2.1 Name and locate the Italy’s major bodies of water, major mountain ranges, major river systems, all countries, and major cities.

WG.2.3 Give examples of how Italy has changed over time.

WG.2.4 Give examples and analyze ways in which people’s changing views of places and regions reflect cultural change. (Individuals, Society, and Culture)

WG.2.5 Explain that the concept of “region”\* has been devised by people as a way of categorizing, interpreting, and ordering complex information about Earth.

WG.2.6 Give examples of how people create regions to help them understand Earth’s complexity. (Individuals, Society, and Culture)

WG.2.7 Give an example of critical issues that may be region-specific and others that cross regional boundaries. (Individuals, Society, and Culture)

Standard 4
Human Systems

WG.4.1 Explain the concept of Italy’s vs. Midwest population dynamics and, establishes world patterns of population distribution, density, and growth. Relate population growth rates to health statistics, food supply, or other measures of well being. Understand that patterns differ not only among countries but also among regions within a single country. (Economics; Civics and Government; Individuals, Society, and Culture)

WG.4.3 Hypothesize about the impact of push/pull factors on human migration in selected regions and about the changes in these factors over time. (Economics; Civics and Government; History; Individuals, Society, and Culture)

WG.4.4 Describe the worldwide trend toward urbanization.

WG.4.5 Explain that the internal structure of cities in European countries vs. North American and how the structures varies in different regions of the world and give examples. (Individuals, Society, and Culture)

WG.4.6 Analyze the changing structure and functions of cities over time. (History; Individuals, Society, and Culture)

WG.4.10 Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States. (History; Individuals, Society, and Culture) Specifically how Italy has contributed to the Midwest.

Standard 6
The Uses of Geography

WG.6.3 Identify major patterns of human migration, both in the past and present in Italy and the Midwest. (History; Individuals, Society, and Culture)

WG.6.4 Identify spatial patterns in the movement of people, goods, and ideas throughout history. (Economics; History; Individuals, Society, and Culture)

WG.6.5 Understand the relationships between changing transportation technologies and increasing urbanization. (Economics; Individuals, Society, and Culture)

WG.6.6 Evaluate the impact of human migration on physical and human systems. (Economics; Civics and Government; Individuals, Society, and Culture)

WG.6.7 Assess how people are changing perceptions of geographic features has led to changes in human societies. (Individuals, Society, and Culture)