



The History of Urban Architecture in Italy (post-1989)

By Cathy Hamilton

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

The primary sources will be found on the Internet.

Indiana Academic Standards addressed for World Geography & English/Language Arts are included at the beginning of each lesson sheet.

The author has taught drafting at a Vocational school for over 8 years, and at Ivy Tech Community College for over 12 years in design technology, and with the apprenticeship program.

Global Regions: Europe

Country: Italy

Schools: Prosser School of Technology

Subjects: Engineering Drawing and Design, (Drafting)

Time Periods: Modern

Length: Twelve-week unit consisting of four projects varying from one to fifteen class periods.

Levels: High School (11-12)



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Unit Overview

Lessons based on the political and/or social aspects of Italy often neglect to address its place in social urbanization. Housing/Government Housing is a popular forum embraced by today's society; however, students need to develop an awareness and understanding of urbanization or lack of an urban plan created by Italy's professional developers, government and its relationship to politics and society and compare it to their current residence. This curricular 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 and critical thinking worksheets, length of lesson, Indiana Academic Standards for English/Language Arts addressed, and assessments. This first page is primarily for instructor use. The following page(s) for each lesson serve as project sheets and are for student use. The unit consists of four projects. Lessons are flexible and may be adapted for individualized instruction depending upon skill and resources of students.

Unit Resources

Curriculum links: Internet

Key words to use with Internet Search Engines:

Rome, Italy	Bologna, Italy	Florence, Italy	Milan, Italy
Naples, Italy	Pisa, Italy	Trieste, Italy	Venice, Italy
Sicily, Italy	Umbria, Italy	Italy Facts	

Indiana Academic Standards

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 revise 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.

11.7.14 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, establish 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's changing perceptions of geographic features have led to changes in human societies. (Individuals, Society, and Culture)

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.

Italy: Urban Development and its Effect upon Architecture

Lesson 1: Research Paper

- Objectives: After completing the lesson, students will be able to outline the history of Italy and explain the significance urbanization on its culture, predict the future of urbanization, and compose a short research paper.
- Discussion/Motivators: Discuss the “who, what, when, which, where, how” of Italy and its primary leaders of architecture and urbanization.
- Resources: Internet

Key words to use with Internet Search Engines:

Rome, Italy	Bologna, Italy	Florence, Italy	Milan, Italy
Naples, Italy	Pisa, Italy	Trieste, Italy	Venice, Italy
Sicily, Italy	Umbria, Italy	Italy Facts	

- Reading/Writing Strategies and Critical Thinking worksheets: worksheet, Research Paper Organizer
- Length: Introduce assignment and construct “Research Paper Organizer”. 1 class periods
Research sources in computer lab 2 class periods
Rough draft 3 class periods
Final draft word processing 3 class periods
Feedback group discussion 1 class period
Total 10 class periods

The timeline is dependent upon availability of computers (home and at school) and maturity of students. Research papers may be produced independently.

Indiana Academic Standards: 11.4.1, 11.4.6, 11.4.9, 11.4.10, 11.4.11, 11.5.4, 11.6.1, 11.6.2





Lesson 1a Project Sheet: “Research Paper”

Write a 2-3 typewritten page research paper about the country of Italy, specifically detailing one of the major cities in Italy and the history of its urbanization and architectural movement. The paper should consist of title, introduction, body, conclusion, parenthetical citations, and works cited page.

- Step 1: Research Paper Organizer – Construct a folder with resource notes to keep your work organized. See worksheet “Research Paper Organizer”.
- Step 2: Note taking – Gather information from a variety of sources and put it in file folder. This means writing information in your own words. You are not to copy directly from a source. See following sheet “Referring to the Works of Others” for details concerning citing sources. Failure to give proper credit is a serious offence called plagiarism and may result in a failing grade.
- Step 3: Rough Draft - Begin your paper by using your notes to write a minimum of 4 paragraphs as explained in the “Research Paper Organizer”. This may not be done in pencil. Every paragraph must have a statement of the main idea of the paragraph (topic sentence) and that every sentence in the paragraph supports, contributes to, or refers to the main idea of the paragraph.
- Step 4: Introduction - Create a beginning paragraph that introduces your subject, states or implies its purpose, and presents a main idea. In this paragraph include a statement of the main idea that makes the writing purpose clear (thesis statement).
- Step 5: Conclusion - Create an ending paragraph that completes your paper and reinforces its main idea (reinforces thesis statement).
- Step 6: Edit Rough Draft - Read the entire paper to check that sentences and paragraphs “flow” and sound “right”. You should have no fragments or run-ons; all sentences should be complete. Check and double-check spelling, capitalization, and punctuation. Do not rely solely on the computer spelling/grammar check.
- Step 7: Citing your Sources - The last page of the paper will be an alphabetized list of the references used. This information is on the back of each paper. If you borrow facts, words, or ideas you must credit the original author by using parenthetical citations within your paper: The http://owl.english.purdue.edu/handouts/research/r_apa.html#Handling%20Quotes%20In%20Your%20Text is highly suggested to use.
- Step 8: Cover Sheet - Design a cover for your paper that includes the title, your name, and the date.
- Step 9: Final Draft - You are now ready to word-process your good copy.
- Step 10: Last Step - Hand in your research paper organizer, rough draft, and final draft.

Lesson 1b Project Sheet:
“Research Paper Organizer”

Supplies needed:

File folder with pockets

Minimum of 6 file separators w/tabs

Ruled/ hole bored paper

This folder will help you stay organized and on task. It is useful for other classes and can be adapted for different length research papers by increasing or decreasing the number of papers and separators.

Step 1: Place at least 10 sheets of paper between each file separator.

Step 2: Label each tab on each separator accordingly to subtitles you have.

Step 3: Label the separators in this order- “History /Timeline of Italy”, “Major cities of Italy”, “Urbanization and Architectural movement of Italy in General”, “Urbanization of _____(city you picked)”, “Impact of the Vatican on Architecture and Urbanization”, “Analysis of the Italian government on urbanization of Italy ”, “Future of Italian urbanization”. Each separator represents one paragraph of your paper.

Step 4: You will write one sentence on each sheet of paper. On the bottom of each paper cite your source for this fact (see format for citing sources below). As you complete a section remember that you do not need to work on the sections in sequence, but may skip around the sections as you find information for each separators topic.

Step 5: When you have all sections complete, you can start your paper.

Step 6: You should add a beginning paragraph to introduce your paper and an ending paragraph to conclude your paper.

Lesson 1: “Research Paper Citing Sources”

REFERRING TO THE WORKS OF OTHERS

On the back of each card write the source of your information as outlined below.

Referring to the Works of Others In Your Text

Reference citations in text are covered on pages 207-214 of the *Publication Manual*. For more about in-text references in general, see the University of Wisconsin-Madison Writing Center's [page on citations](#) or visit the links in our [additional resources](#) section for more information. What follows are some general guidelines for referring to the works of others in your text.

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but **NOT** directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication in your in-text reference.

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference. See our sections on quotations for more information about this.

Examples for referring to another idea or study:

Jones (1998) compared student performance...

In a recent study of student performance (Jones, 1998),

In 1998, Jones compared student performance ...

If there is no author to cite, such as when you are citing a web page that lists no author, use an abbreviated version of the title of the page in quotation marks to substitute for the name of the author.

A similar study was done of students learning to format research papers ("Using APA," 2001).

If you are citing a work that has no author and no date, use the first few words from the title, then the abbreviation n.d. (for "no date"). For more information about referring to electronic sources or sources without authors and/or dates in text, see [Citations in Text of Electronic Material](#) or [Frequently Asked Questions about APA Style](#) from the APA web site, or our [additional resources](#) section. For information about citing legal sources in your text, see the Westfield State College page on [Citing Legal Materials in APA Style](#).

In another study of students and research decisions, it was discovered that students succeeded with

tutoring ("Tutoring and APA," n.d.).

Personal communications, such as e-mail messages to you, or private interviews that you conducted with another person, should be referred to in your in-text citations but NOT in your reference list. (For more information, see page 214 of the *Publication Manual*.) To cite a personal communication such as an interview or an e-mail, provide initials and last name of the communicator, the words personal communication, plus an exact date in the body of your paper.

For example:

A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

Formatting Citations in Your Text

Here are some basic rules for formatting citations in the body of your paper. For more information about these rules, see pages 94-99 and 207-209 of the *Publication Manual*.

- Always capitalize proper nouns, including author names.
- If you refer to the title of a source within your paper, capitalize all words that are four letters long or greater within the title of a source.
- When capitalizing titles, capitalize both words in a hyphenated compound word.
- After a colon or dash in a title, capitalize the first word.
- Italicize the titles of longer works such as books, edited collections, movies, documentaries, or albums.
- Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television shows, and song titles.
- If a work has two authors, cite both names every time the reference appears in your text. Join the authors' names with the word and.
- If a work has three, four, or five authors, cite all of the authors the first time you refer to the work in your text. The next time you refer to the work, shorten the citation to the last name of the first author plus the words et al. Join the authors' names with the word and if you are referring to them in the text; join the authors' names with an ampersand (&) if you are referring to them in a parenthetical citation.
- If a work has six authors (or more), cite only the last name of the first author plus the words et al.

Short Quotations

Formatting quotations is covered on pages 117-121 in the *Publication Manual*.

To indicate direct quotations of fewer than 40 words in your text, enclose the quotation within double quotation marks. Provide the author, year, and specific page citation in the text, and include a complete reference in the reference list. Punctuation marks, such as periods, commas, and semicolons, should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quotation but after the parenthetical citation if they are a part of your text.

Examples:

She stated, "Students often had difficulty using APA style," (Jones, 1998, p. 199), but she did not offer an explanation as to why.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If you are citing a work that has no author, no date, and no page numbers, use the first few words from the title, then the abbreviation n.d. (for "no date"), and then use paragraph numbers (if available) or simply leave out any reference to pages.

Example:

In another study of students and research decisions, it was discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).

Long Quotations (block quotes)

Formatting long quotations is covered on pages 117-118 and 292-293 in the *Publication Manual*.

Place direct quotations longer than 40 words in a freestanding block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after closing punctuation mark.

Example:

Jones's 1993 study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Choosing double or single quotation marks

If you are using a quotation that uses quotation marks as a short quotation, use single quotation marks to set off the material that was originally enclosed in quotation marks. If you are using a quotation that uses quotation marks in a block quote, use double quotation marks to set off the material that was originally in quotation marks.

For more about in-text references in general, see the University of Wisconsin-Madison Writing Center's [page on citations](#) or visit the links in our [additional resources](#) section for more information.

Your Reference List

Formatting your reference list is covered in chapter four of the *Publication Manual*, which starts on page 215. Further information about citing sources and formatting your reference list can be found in our [additional resources](#) section. What follows are some general guidelines for formatting your reference list.

Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Your references should begin on a separate page from the text of the essay under the label References (with no quotation marks, underlining, etc.), centered at the top of the page. It should be double-spaced just like the rest of your essay. If you would like to see a sample reference list, these links to [Sample APA Report](#) and an [APA Simulated Journal Article](#) both provide sample reference lists that you can view.

Basic Rules

- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work unless the work has more than six authors. If the work has more than six authors, list the first six authors and then use et al. after the sixth author's name to indicate the rest of the authors.
- Reference list entries should be alphabetized by the last names of the first author of each work.
- If you have more than one article by the same author(s), single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.

For example:

Berndt, T. J. (1996). Exploring the effects of friendship quality on social development. In W. M. Bukowski, A. F. Newcomb, & W. W. Hartup, (Eds.), *The company they keep: Friendship in childhood and adolescence*. (Pp. 346-365). Cambridge, UK: Cambridge University Press.

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science*, *11*, 7-10.

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality & Social Psychology*, *66*, 1034-1048.

Wegener, D. T., & Petty, R. E. (1995). Flexible correction processes in social judgment: The role of naive theories in corrections for perceived bias. *Journal of Personality & Social Psychology*, *68*, 36-51.

- When an author appears both as a sole author and, in another citation, as the first author of a group, list the one-author entries first.

For example:

Berndt, T. J. (1999). Friends' influence on students' adjustment to school. *Educational Psychologist*, 34, 15-28.

Berndt, T. J., & Keefe, K. (1995). Friends' influence on adolescents' adjustment to school. *Child Development*, 66, 1312-1329.

- References that have the same first author and different second and/or third authors are arranged alphabetically by the last name of the second author, or the last name of the third if the first and second authors are the same.

For example:

Wegener, D. T., Kerr, N. L., Fleming, M. A., & Petty, R. E. (2000). Flexible corrections of juror judgments: Implications for jury instructions. *Psychology, Public Policy, & Law*, 6, 629-654.

Wegener, D. T., Petty, R. E., & Klein, D. J. (1994). Effects of mood on high elaboration attitude change: The mediating role of likelihood judgments. *European Journal of Social Psychology*, 24, 25-43.

- If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter. Then assign letter suffixes to the year.

For example:

Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior between friends. *Developmental Psychology*, 17, 408-416.

Berndt, T. J. (1981b). Effects of friendship on prosocial intentions and behavior. *Child Development*, 52, 636-643.

When referring to these publications in your paper, use the letter suffixes with the year so that the reader knows which reference you are referring to. For example: "Several studies (Berndt, 1981a, 1981b) have shown that..."

- Use "&" instead of "and" when listing multiple authors of a single work.
- If no author is given for a particular source, begin with and alphabetize by using the **title** of the work, which will be listed in place of the author, and use a shortened version of the title for parenthetical citations.
- Personal communications, such as e-mail messages to you, or private interviews that you conducted with another person, should not be cited in your reference list because they are not retrievable sources for anyone else. You should make reference to these sources in your in-text citations. (For more information, see page 214 of the *Publication Manual*.)
- All lines **after** the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

- When referring to any work that is NOT a journal, such as a book, article, or Web page, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
- Capitalize all major words in journal titles.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

Basic Forms for Sources in Print

An article in a periodical (e.g., a journal, newspaper, or magazine)

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of periodical, volume number*, pages.

NOTE: For a magazine or newspaper article, you need to include specific publication dates (month and day, if applicable) as well as the year. For a journal article, you do not need to include the month or day of publication. See our examples below for more explanations.

NOTE: You need list only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then you should list the issue number as well: *Title of Periodical, Volume number* (Issue number), pages. Note that the issue number is not italicized. If the journal does not use volume numbers, use the month, season, or other designation within the year to designate the specific journal article.

A nonperiodical (e.g., book, report, brochure, or audiovisual media)

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

NOTE: For "Location," you should always list the city, but you should also include the state if the city is unfamiliar or if the city could be confused with one in another state.

Part of a nonperiodical (e.g., a book chapter or an article in a collection)

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

NOTE: When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references.

Basic Forms for Electronic (Internet) Sources

Article in an Internet Periodical

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of journal, volume number* (issue number if available). Retrieved month day, year, from http://Web address.

Nonperiodical Internet Document (e.g., a Web page or report)

Author, A. A., & Author, B. B. (Date of publication). *Title of article*. Retrieved month date, year, from http://Web address.

NOTE: When an Internet document is more than one Web page, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date.

Part of Nonperiodical Internet Document

Author, A. A., & Author, B. B. (Date of publication). Title of article. In *Title of book or larger document* (chapter or section number). Retrieved from http://Web address.

For more about electronic sources, see the APA style web site's coverage of [electronic references](#) or [Frequently Asked Questions about APA Style](#) from the APA web site, or visit our [additional resources](#) section.

Basic Forms for Audiovisual Sources

A Motion Picture or Video Tape

Producer, P. P. (Producer), & Director, D.D. (Director). (Date of publication). *Title of motion picture* [Motion picture]. Country of origin: Studio or distributor.

If a movie or videotape is not available in wide distribution, add the following to your citation after the country of origin: (Available from Distributor name, full address and zip code).

A Television Broadcast or Television Series

Producer, P. P. (Producer). (Date of broadcast or copyright). *Title of broadcast* [Television broadcast or Television series]. City of origin: Studio or distributor.

A Single Episode of a Television Series

Writer, W. W. (Writer), & Director, D.D. (Director). (Date of publication). Title of episode [Television series episode]. In P. Producer (Producer), Series Title. City of origin: Studio or distributor.

A music recording

Songwriter, W. W. (Date of copyright). Title of song [Recorded by artist if different from song writer]. On *Title of album* [Medium of recording]. Location: Label. (Recording date if different from copyright date)

For more about citing audiovisual media, see pages 266-269 of the *Publication Manual*. For information about citing legal sources in your reference list, see the Westfield State College page on [Citing Legal Materials in APA Style](#).

Examples

The *Publication Manual of the American Psychological Association* provides extensive examples covering a wide variety of potential sources on pages 239-281. Below are examples for some of the most commonly cited kinds of sources. If your particular source is not listed below, use the basic forms (above) to determine the correct format, check the *Publication Manual*, or consult the [APA style website](#), especially their [Frequently Asked Questions about APA Style](#) and their coverage of [electronic references](#). Our [additional resources](#) section also has some links to examples and resources.

Journal article, one author

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

Journal article, three to six authors

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., & Harlow, T. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204.

Journal article, more than six authors

Harris, M., Karper, E., Stacks, G., Hoffman, D., DeNiro, R., Cruz, P., et al. (2001). Writing labs and the Hollywood connection. *Journal of Film and Writing*, 44(3), 213-245.

NOTE: The phrase *et al.* stands for "and others."

Work discussed in a secondary source

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, *100*, 589-608.

NOTE: Give the secondary source in the references list; in the text, name the original work, and give a citation for the secondary source. For example, if Seidenberg and McClelland's work is cited in Coltheart et al. and you did not read the original work, list the Coltheart et al. reference in the References. In the text, use the following citation:

In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993), ...

Magazine article, one author

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, *135*, 28-31.

Book

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

An article or chapter of a book

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York: Springer.

A government publication

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

A brochure

Research and Training Center on Independent Living. (1993). *Guidelines for reporting and writing about people with disabilities* (4th ed.) [Brochure]. Lawrence, KS: Author.

A book or article with no author or editor named

Merriam-Webster's collegiate dictionary (10th ed.).(1993). Springfield, MA: Merriam-Webster.

New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.

NOTE: For parenthetical citations of sources with no author named, use a shortened version of the title instead of an author's name. Use quotation marks and italics as appropriate. For example, parenthetical citations of the two sources above would appear as follows: (*Merriam-Webster's*, 1993) and ("New Drug," 1993).

A translated work and/or a republished work

Laplace, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). New York: Dover. (Original work published 1814)

NOTE: When you cite this work in text, it should appear with both dates: Laplace (1814/1951).

A review of a book, film, television program, etc.

Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book *The self-knower: A hero under control*]. *Contemporary Psychology*, 38, 466-467.

An entry in an encyclopedia

Bergmann, P. G. (1993). Relativity. In *The new encyclopedia britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

A print journal or newspaper article retrieved from an online database

When referencing material obtained from an online database (such as a database in the library), provide appropriate print citation information (formatted just like a "normal" print citation would be for that type of work). Then add information that gives the date of retrieval and the proper name of the database. This will allow people to retrieve the print version if they do not have access to the database from which you retrieved the article. You can also include the item number or accession number in parentheses at the end, but the APA manual says that this is not required. (For more about citing articles retrieved from electronic databases, see page 278 of the *Publication Manual*.)

Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of enjoyment of peas. *Journal of Abnormal Eating*, 8(3). Retrieved February 20, 2003, from PsycARTICLES database.

An online journal article

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8(4). Retrieved February 20, 2001, from <http://www.cac.psu.edu/jbe/twocont.html>

Chapter or section of an online document

The Foundation for a Better World. (2000). Pollution and banana cream pie. In *Great chefs cook with chlorofluorocarbons and carbon monoxide* (Chap. 3). Retrieved July 13, 2001, from <http://www.bamm.com/cream/pollution/bananas.htm>

NOTE: Use a chapter or section identifier and provide a URL that links directly to the chapter section, not the home page of the Web site.

Message posted to an online newsgroup, forum, or discussion group

Frook, B. D. (1999, July 23). New inventions in the cyberworld of toylandia [Msg 25]. Message posted to <http://groups.earthlink.com/forum/messages/00025.html>

NOTE: If only the screen name is available for the author, then use the screen name; however, if the author provides a real name, use their real name instead. Be sure to provide the exact date of the posting. Follow the date with the subject line, the *thread* of the message (not in italics). Provide any identifiers in brackets after the title, as in other types of references.

A Motion Picture or Video Tape with international or national availability

Smith, J.D. (Producer), & Smithee, A.F. (Director). (2001). *Really Big Disaster Movie* [Motion picture]. United States: Paramount Pictures.

A Motion Picture or Video Tape with limited availability

Harris, M. (Producer), & Turley, M. J. (Director). (2002). *Writing Labs: A History* [Motion picture]. (Available from Purdue University Pictures, 500 Oval Drive, West Lafayette, IN 47907)

A Television Broadcast

Important, I.M. (Producer). (1990, November 1). *The Nightly News Hour*. [Television broadcast]. New York: Central Broadcasting Service.

A Television Series

Bellisario, D.L. (Producer). (1992). *Exciting Action Show*. [Television series]. Hollywood: American Broadcasting Company.

A Single Episode of a Television Series

Wendy, S. W. (Writer), & Martian, I.R. (Director). (1986). The rising angel and the falling ape. [Television series episode]. In D. Dude (Producer), *Creatures and monsters*. Los Angeles: Belarus Studios.

A music recording

Taupin, B. (1975). Someone saved my life tonight [Recorded by Elton John]. On *Captain fantastic and the brown dirt cowboy* [CD]. London: Big Pig Music Limited.

If your particular source is not listed, use the [basic forms](#) to determine the correct format, check the *Publication Manual*, or consult the [APA style website](#), especially their [Frequently Asked Questions about APA Style](#) and their coverage of [electronic references](#). Our [additional resources](#) section also has some links to examples and resources.

A Note on Notes

Because long explanatory notes can be distracting to readers, APA style guidelines recommend the use of endnotes/footnotes. In the text, place a superscript numeral immediately after the text about which you would like to include more information (e.g., Scientists examined the fossilized remains of the woolly-wooly yak.¹) Number the notes consecutively in the order they appear in your paper. At the end of the paper, create a separate page labeled Notes (with the title centered at the top of the page). Below are examples of two kinds of notes.

Evaluative bibliographic comments

¹ See Blackmur (1995), especially chapters three and four, for an insightful analysis of this extraordinary animal.

² On the problems related to yaks, see Wollens (1989, pp. 120-135); for a contrasting view, see Pyle (1992).

Explanatory or additional information considered too digressive for the main text

³ In a recent interview, she (Weller, 1998) reiterated this point even more strongly: "I am an artist, not a yak!" (p. 124).

Italy: Urban Development

Lesson 2: Urbanization on Architecture

- Objectives: After completing the lesson students will be able to identify, interpret, compare, and discuss the Architecture of Italy, and analyze existing buildings in terms of meaning, significance, and elements related to urbanization.
- Compare and contrast European countries urbanization verses North American urbanization.
- Discussion/Motivators: What stories do the buildings and styles of architecture tells us? What elements are expressed through these buildings? Compare and contrast different architectural styles from time periods.
- Resources: Internet
- Keywords to use with Internet Search Engines: Outstanding architects and engineers, including Pier Luigi Nervi (considered one of the foremost European architectural designers of the 20th cent.), Giuseppe Terragni, Gio Ponti, and Renzo Piano
- Reading/Writing Strategies and Critical Thinking worksheets: Compare/Contrast Sheet, Important Facts

• Length: Introduce assignment, computer lab to do cursory research and to obtain copy of architecture styles, complete	
“To begin”	2 class periods
Architecture styles	3 class periods
Urbanization compare/contract N.America vs. European	3 class periods
Assessment	<u>1 class period</u>
	Total
	9 class periods

The timeline is variable and is contingent upon students’ maturity and their ability to do homework independently.

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, 11.7.9, 11.7.10, 11.7.14

Lesson 2 Project Sheet:

Analyze Urbanization of (students pick) Major Italian City

Supplies needed: Internet/computer
 File Folder

Students are to assess the following:

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?

Identify major patterns of human migration, both in the past and present in Italy and compare it to the Midwest.

Identify spatial patterns in the movement of people, goods, and ideas throughout history. Specifically North America vs. Italy. Did the architect's perspective of the movement reflect in their design concepts?

Understand the relationships between changing transportation technologies and increasing urbanization.

Evaluate the impact of human migration on physical and human systems.

Assess how people's changing perceptions of geographic features have led to changes in human societies.

To begin: Research a major city within Italy that you will be studying and compare it to the city where you now reside; print off relevant information and put into your folder.

Next to the picture of the city of your choice, jot down words that reflect your interpretation of the architectural movement/architectural style and how urbanization is affecting the city. Write a brief explanation of what you feel is the significance of this piece. Discuss your views with other students.

Analyze an existing city in Italy in terms of meaning, significance, and elements and its relevance to Architecture. Write down relevant facts in folder for further review.

Identify major patterns of human migration, both in the past and present in Italy and the Midwest. (History; Individuals, Society, and Culture) Specifically from 1970-current.

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)

Assessment: Students are to give an informal speech of no more than 20 minutes about their Italian city vs. North America, and its urbanization renewal, lack of urbanization planning, historical planning and zoning to the class based upon their notes. Students are to submit to instructor all notes.

Italy: The Urban Housing Dilemma

Lesson 3: 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



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

• Length:	Introduce assignment	1 class periods
	Introduce Urbanization and Its impact	1 class period
	Facts/statistical information	1 class periods
	Architectural styles timeline	6 class periods
	Assessment	<u>3 class period</u>
	Total	12 class periods

The timeline is variable and is contingent upon students' maturity and their ability to do homework independently.

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

Lesson 3: Urbanization

Italy: The Urban Housing Dilemma

Supplies needed: Internet/computer
 File Folder
 Poster boards
 Markers, colored pencils, etc.

Students are to assess and orally report on the following:

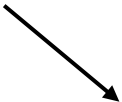
Analyze an existing city in Italy in terms of meaning, significance, and elements and its relevance to the housing dilemma vs. the town of their residence here in the Midwest. Use location references to identify the Italian city's location, size and demographics vs. the city where you reside.

Understand the relationships between changing transportation technologies and increasing urbanization while considering the housing dilemma.

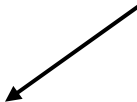
Evaluate the impact of human migration on physical and human systems and how it has impacted the housing dilemma; Italy vs. where they live.



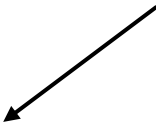
Compare/Contrast



Fill in the above rectangles with 2 different buildings



How are these buildings Similar in Architectural Style?



How are they Different?



To begin: Research a major city within Italy that you will be studying, print off relevant demographic and architectural information and put into your folder. Analyze an existing city in Italy comparing/contrasting where you now live here in the Midwest.

Analyze an existing city in Italy in terms of meaning, significance, and elements and its relevance to Architecture. Write down relevant facts in folder for further review.

Identify major patterns of human migration, both in the past and present in Italy and the Midwest. (History; Individuals, Society, and Culture) Specifically from 1970-current.

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)

Assessment: Students are to give an informal speech, coupled with poster board showing/illustrating their studies and results, of no more than 20 minutes about their Italian city and its 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.

Students are to hold an informal discussion panel with the class asking and 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?

Italy: Urbanization

Lesson 4: The Urban Housing Dilemma

- 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: How can architecture be controversial? 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
- Keywords to use with Internet Search Engines: Italian Urban Planning, Controversial Italian Architecture, North American urban planning
- Reading/Writing Strategies and Critical Thinking worksheets: worksheet, Five Important Facts(get it)
- Length:

Introduce assignment	1 class period
Internet/library resources	2 class period
Cut images	1 class period
Arrange and secure images	1 class period
Assessment	1 <u>class period</u>
Total	6 class periods

The timeline is variable and is contingent upon students' maturity and their ability to do homework independently.

- 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, 11.7.9, 11.7.10, 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.

Lesson 4 Project Sheet

Controversy in Urbanization

Supplies needed: Magazines, newspapers
 Scissors
 Tape, glue, spray glue
 Poster Board
 Internet resources

Use the history of the Italian Architecture vs. American Architecture as inspiration for an idea to convey controversy in urban planning. Your collage topic should be related to the buildings, consequences for lack of planning, and/or success of planning.

1. Copy/cut or duplicate images and words from the Internet, newspapers and/or magazines to convey your idea.
2. Organize your Architectural pieces on a poster board. Make decisions based on what you know about the principles of design and the elements of architecture-planning/zoning!
3. Secure your works on the poster board.



