



Symbol of the City

The City & County Building Teacher's Guide



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Symbol of the City

The City & County Building Teacher's Guide

Authors

Sheri Sohm
Lisa Thompson

Utah Heritage Foundation Education Committee

Nancy Casillas, Chair
Gail Bock
Nancy Eckhout
Wendy Gardner
Peggy McCandless
Jeanne Moe
Margaret Sargent

Graphic Design and Production

Design Corps: Nona McAlpin, Connie Roth-Hansen

Photography

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Utah Heritage Foundation fulfills its mission through a wide range of programs and activities which reach communities throughout the state, including: the annual Historic Homes Tour, tours and classroom programs for school groups, the Heritage Awards program, our news magazine, *Heritage*, the low-interest Revolving Fund Loan Program, and stewardship of the historic Memorial House in Memory Grove Park. As a private, non-profit, membership-based organization, the foundation is mainly supported by private resources, including memberships, gifts, grants, and proceeds from special events.

For more information about *Symbol of the City: The City and County Building Teacher's Guide* or Utah Heritage Foundation, please contact us at:

Utah Heritage Foundation
P.O. Box 28
Salt Lake City UT 84110-0028
(801) 533-0858 phone
(801) 537-1245 fax
www.utahheritagefoundation.com



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Utah Heritage Foundation (UHF) is excited to have you join us for a tour of the historic Salt Lake City and County Building. Historic buildings are valuable teaching tools. Teachers know that young students often struggle with the concept of history. Children have not lived long enough to grasp the perspective of past, present, and future. Historic buildings help history come alive for students by providing a tangible connection to the people and events of the past.

The City and County Building is one of Utah's most exciting historic buildings. Students who visit the building each year are impressed by its imposing stature. They enjoy exploring the base isolators beneath the building and climbing to the clock tower high above. UHF's *Symbol of the City: The City and County Building Teacher's Guide* allows you to make the City and County Building the center of an engaging, interdisciplinary unit of study. Together, the City and County Building tour and lessons provide your students with a rewarding education experience.

An Integrated Curriculum

By studying an historic building, students learn that nothing happens in a vacuum. Economics, technology, politics, aesthetics, and culture play a part in the decisions that effect how a building looks and functions. *Symbol of the City: The City and County Building Teacher's Guide* includes a variety of lessons that integrate social studies, language arts, science, math, and visual arts to show how these elements influence past and present decision making.

The guide is divided into pre-tour and post-tour lessons. The pre-tour lessons (1-4) introduce information, concepts, and skills students will use on the tour of the City and County Building, including the history of the building, symbolism, the structure of city government, the technology of base isolation, and simple architectural design. The post-tour lessons (5-8) build upon this knowledge and relate the City and County Building to stewardship, craftsmanship, local history, and community service.

The guide is flexible and allows you to select lesson topics of interest to you and your students. With the exception of **Lesson 1**, which is **required** in preparation for the tour, the lessons do not need to be presented in the sequence they are listed. Figure 1 illustrates the guide's flexible structure and the different paths you might choose in teaching it.

Teaching the Core Curriculum

The lessons in the guide support the Utah State Board of Education Core Curriculum. They are keyed to the third grade core, but can easily be adapted for other grade levels. The chart in Appendix A shows the third grade core curriculum objectives in social studies, visual arts, language arts, math, science, and health education met by the lesson in the guide. Many of the lessons also foster Utah Life Skills, such as life-long learning, complex thinking, collaboration, and responsible citizenship.

About the Lesson Plans

The City and County Building Teacher's Guide lesson plans utilize readily available materials and require little preparation to teach. Each lesson is organized in the following format:

Materials

Lists all the materials needed for the lesson. All activity sheets, graphics, and teacher background information listed for a particular lesson follow the lesson in the guide.

Third Grade Core Curriculum Objectives

Lists the subject areas in which the lesson fulfills the Utah State Board of Education Third Grade Core Curriculum requirements and the numbers of the specific objectives met.

Utah Life Skills

Lists the Utah Life Skills fostered by the lesson if applicable.

Objectives

Highlights the concepts and skills to be taught in the lesson.



Setting the Stage

Some lessons include step-by-step instructions for a brief activity that relates lesson topic to subjects already familiar to students and/or assesses student's prior knowledge of the topic.

Student Instruction

Step-by-step instructions for introducing students to concepts and skills listed in the objectives.

Student Activity

Step-by-step instructions for an activity that allows students to apply their new knowledge or skill to meet the lesson objective.

Extensions

Some lessons include additional activities that address the objectives.

Resources

Lists sources of information students can use in lesson or extension activities.

Concept Review

Young students may need background information on the concepts of history and symbolism before beginning this unit. Remind students that histories are stories about what happened in the past. Help students understand how past events compare and contrast to their present world. Remind students that symbols represent ideas. Review familiar symbols and help students identify symbols on the City and County Building.

Insuring a Successful Tour

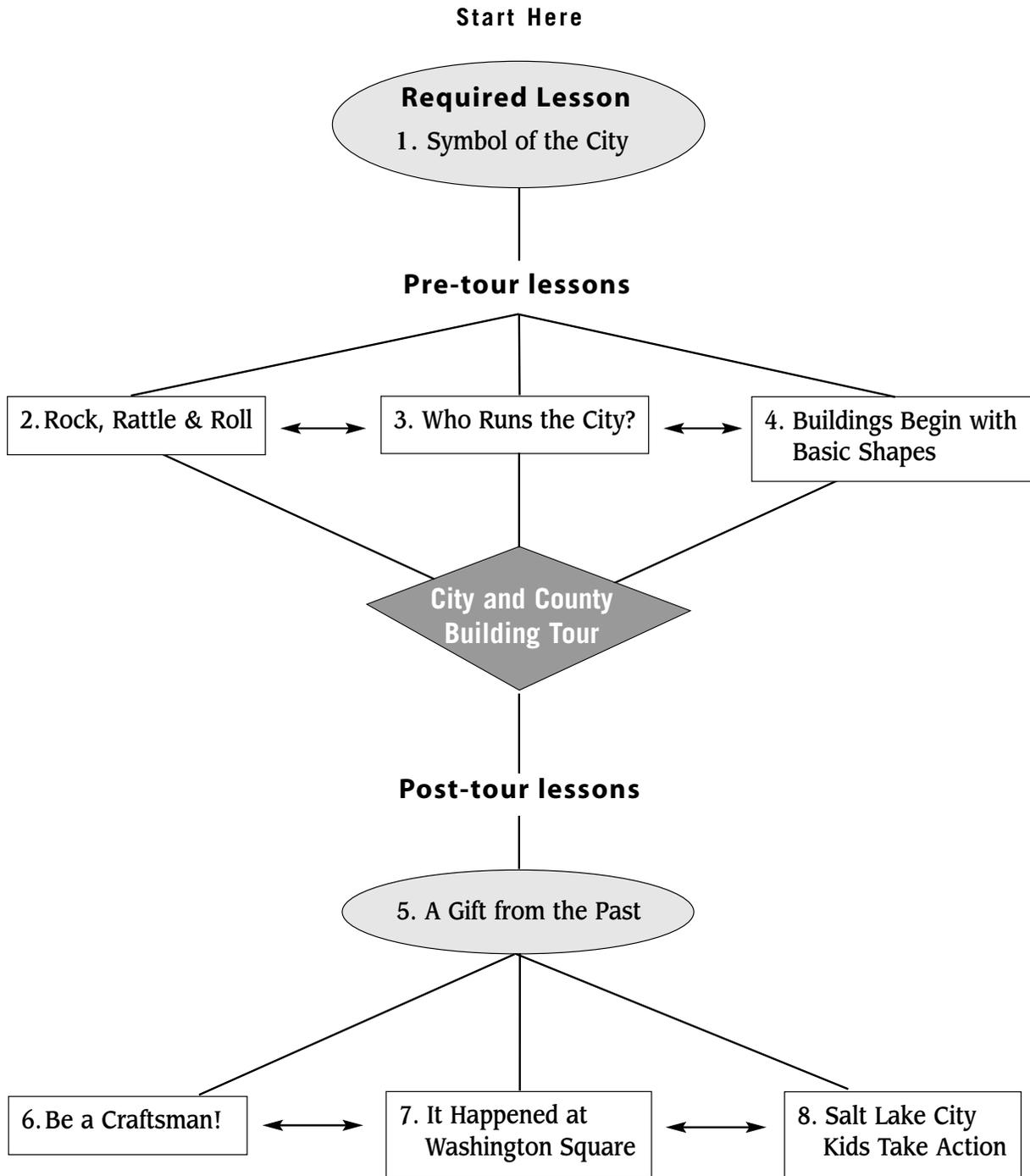
The City and County Building Tour is interactive and discovery oriented. It builds upon themes and information introduced in Lesson 1: Symbol of the City. If students have not completed this lesson, tour guides will have to spend time providing background information and students will miss some of the interactive and discovery activities. **It is important, therefore, that students complete Lesson 1 before the tour.**



Utah Heritage Foundation hopes you and your students will find studying our community through historic buildings a rich and exciting education experience. We are always striving to improve the education programs we offer Utah students. We welcome your questions, comments, and suggestions at:

PO Box 28
Salt Lake City UT 84110-0028
(801) 533-0858
lisa.thompson@utahheritagefoundation.com

A Structure for Teaching *Symbol of the City*



Symbol of the City



Objectives

Students will:

Make observations from examining an historic photo.

Develop questions for historical inquiry.

Research answers to their questions in a reading packet, on a field trip, and in other lesson activities.

Student Instruction

1. Show *City and County Building Photo* overhead and pass out copies of photo to students. **Ask students:** *Have you ever seen this building before? Where do you think it is located? What do you think the building is used for? Does the building look old or new? What clues tell you this?* Make a list of observations on the board.

2. Tell students: The building in the photograph is called the Salt Lake City and County Building. It was built over 100 years ago. It is one of the most important buildings in Salt Lake City and there are many exciting stories about it. We are going to explore the City and County Building by reading, doing activities, and taking a field trip.

3. Ask students: *Before we begin exploring, tell me what would you like to know about this building?* List student questions on the board.

Student Activity

1. Pass out the *Symbol of the City Reading Packet* to each student and start reading as a class. **Students will not be able to finish the packet in one sitting.** Take time to discuss the bolded vocabulary words and do the activities found in the reading. **The reading packet and activities are necessary as background information for students going on the tour.**

2. Refer back to the questions students developed prior to reading the packet. In teams or as a class, students answer as many questions as possible based on the information in the reading packet. Students record any questions they could not answer to ask their guide on the tour. They may also add new questions that came up in the reading. Students may find answers to some of their questions as they complete additional lessons in the teacher's guide. Likewise, they may add questions to their list to ask on the tour.

Resources

For a more complete history of the City and County Building, visit Salt Lake City's Web site at: www.ci.sl.c.ut.us/info/ccbuilding/ccbuilding.htm

Materials

City and County Building
Historical Photo (1 overhead
and 1 copy per student)

Symbol of the City Reading
Packet (1 copy per student)

Core Curriculum Objectives

3rd Grade

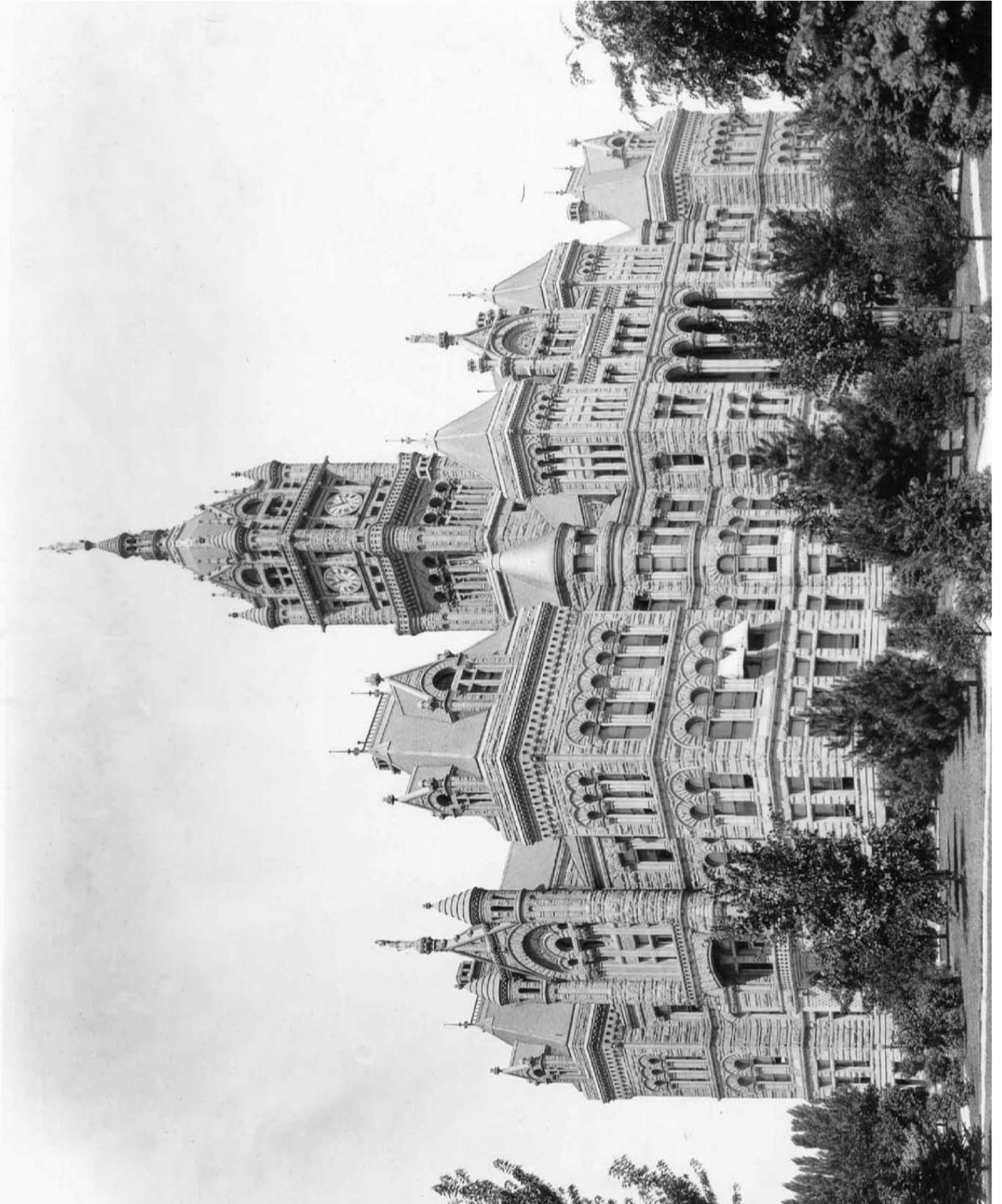
Social Studies
6030-0102
6030-0301

Language Arts
4030-0101
4030-0102
4030-0103
4030-0201
4030-0202
4030-0304

Visual Arts
1030-0301
1030-0402

Science
3030-0302







A Building for the Government

Salt Lake City has a **mayor** and a **city council**. These leaders are elected by the people to make rules and run the city. Where do these people work? That story is an exciting part of Salt Lake City's history.

In 1847, settlers came to the Salt Lake Valley. Salt Lake City grew quickly as people built homes, stores, offices, churches, and schools. The city **government** needed a building too. The mayor and city council wanted a special building that would show people how proud they were of Salt Lake City! They looked at many different plans.

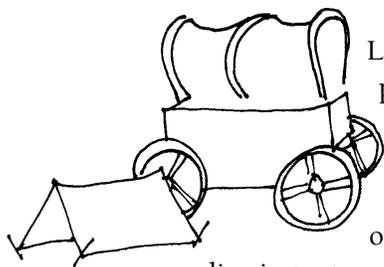
They decided on plans for a big, stone building. It looked like a place for important **business**. The building was called the **Salt Lake City and County Building**. It had offices for both the city and the county government.



Thinking Questions: The City and County Building is a long name. What is a city? What is a county?

Finding a Place for the City and County Building

City officials decided to build the City and County Building in **Washington Square**. Washington Square is a block in Salt Lake City with an interesting history.



In the early days of Salt Lake City, settlers needed a place to stay when they first came to the city.

Washington Square was a special block in the middle of the city where people could

live in tents or wagons until they had a better home. When the block was no longer needed as a camp site, people used the square in many other ways. It was used for baseball games and as a place to watch the circus when it came to town.

Thinking Question: Who do you think Washington Square was named after? Look for his picture in the City and County Building.

When the City and County Building was finished, city leaders wanted Washington Square to look like a park where people could take walks, look at fountains, sit on benches, and enjoy the trees.



Look at the photograph of Washington Square. Does it remind you of a park?



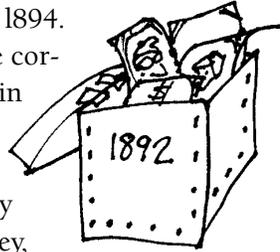
Look at the picture of the boy and girl pointing to a flag.

This monument is on the west side of Washington Square. Find this statue on your tour and learn how children helped the city long ago.



A New Landmark

The City and County Building took three years to build. It was finished in 1894. A time capsule was placed in the cornerstone in 1892 so that people in the future could see how people lived a long time ago. The time capsule contained pictures of city officials, some coins, paper money, and even a belt buckle from the city fire department.



When the building was finished, people had a great celebration! Most cities had a town square with a city hall. Now Salt Lake City had one too!

Thinking Questions: What is a time capsule? How can time capsules help us learn about people who lived long ago? What would you put into a time capsule to help students of the future understand what you care about?

Buildings Can Be Symbols

Look at Symbol Handout 1 on the next page. Tell what each of the pictures mean.

These pictures are called **symbols**. A symbol is a word or picture that stands for something else. For example, when you see a big red light at the corner of a street, you know that cars are supposed to stop! The stop light is a symbol that reminds you to be safe. Sometimes building can be symbols too.

City leaders wanted the City and County Building to look important. They wanted everyone who looked at the building to know that Salt Lake City had a bright future. The people of Salt Lake City were very proud of the City and County Building.

The City and County Building became the official symbol for Salt Lake City. You can see a picture of it on letters from city leaders and even on the side of city police cars. When people see the City and County Building, or a picture of it, they know it stands for Salt Lake City.



Outside the City and County Building

The City and County Building was designed by architects. It has thick stone walls and a tall clock tower. Architects planned many carvings on the outside of the City and County Building. On your field trip you will see stone carvings, including faces, animals, and gargoyles! Some of the carvings are symbols of stories from the history of Salt Lake City.

Find the picture marked Symbol Handout 2. This carving is on the west side of the building. Make a list of all the objects in the carving. Then answer these questions:

Who are the two men? Can you tell by looking at what they are holding?

Find the sun. Is the sun rising or setting? Why?

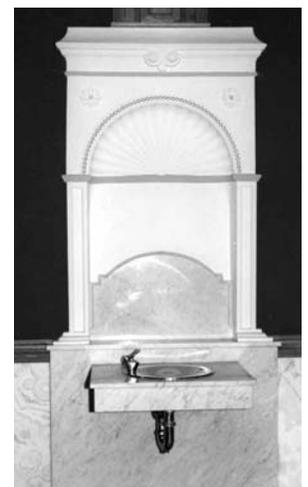
How does this carving symbolize the history of Salt Lake City?

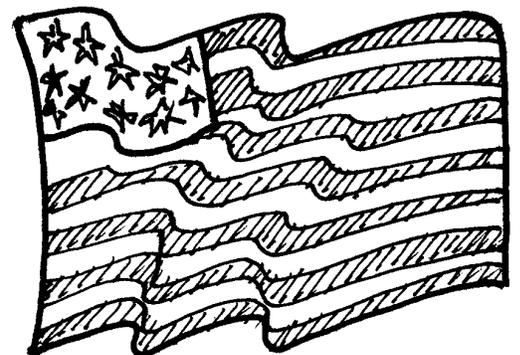
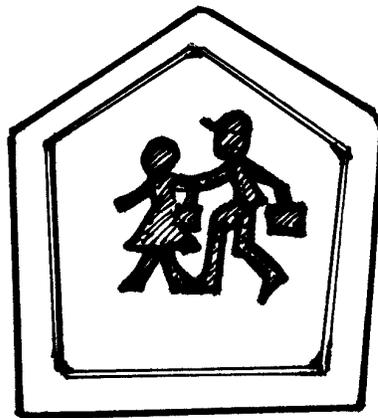
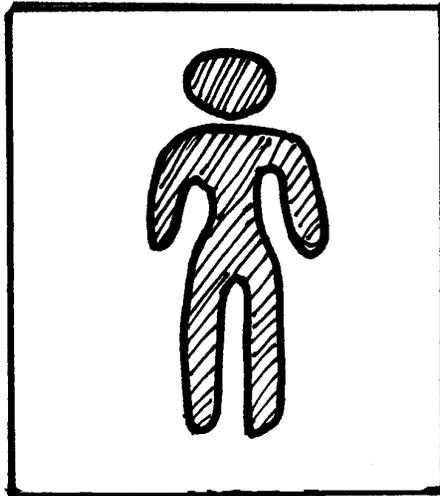
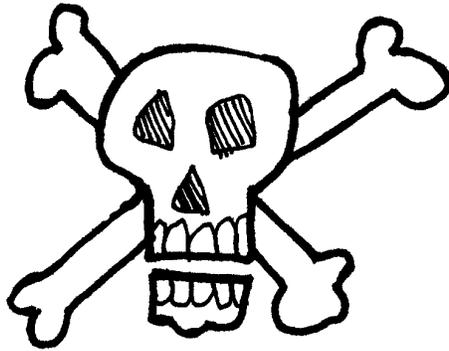
There are also five statues at the top of the building. Each statue is a symbol. Look for statues and find out their names on your field trip.

Inside the City and County Building

The inside of the City and County Building was designed to **impress** people. The building has high **ceilings**, tall windows, long hallways, and beautiful **domes**. The drinking fountains are shaped like shells and the bathrooms have gold lettering above the doors!

Builders included many new **inventions** in the City and County Building. The building had electric lights and **elevators**. People were excited because the building had ONE telephone! Instead of phones, offices had speaking tubes. People on different floors talked to each other by yelling through the tubes.



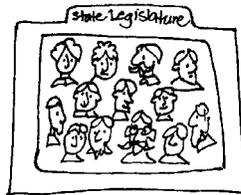






How was the Building Used Long Ago?

Have you ever had visitors stay at your house until they had a place of their own? At first, the City and County Building was home for many different offices. It was built for the **Salt Lake City** and **Salt Lake County** governments. But the governor and the **state legislature** also had offices there until the **State Capitol Building** was finished in 1916.



Salt Lake citizens visited the building for many reasons. People came to the building to pay water bills, buy **license plates** for their cars, check out books from the library, and even get married. The City and County Building was like a “one-stop shopping mall” for **government services!**



This photo shows people in the 1940s coming to the City and County Building to buy license plates for their cars. What other government services could people use at the City and County Building?

How is the Building Used Today?

Can you check out books in the City and County Building today? No, the city government is so big that it needs the whole space. The county government moved to its own building in the 1980s. Officials decided to keep the building's name the same even though only the city uses it today.

Who works in the building today? Important city leaders work in the City and County Building. On your field trip, you will see offices for the mayor and city council. The city council passes the laws for Salt Lake City. The mayor puts laws into action with the help of different city departments like the Parks Department and the Water Department. It takes many departments to help the city run well. You will pass offices for these departments on your tour.

City government helps people solve problems. If you have a problem you want the city to solve, you could meet with the mayor or speak before the city council.

Thinking Question: When you visit the City and County Building you will see portraits of the past mayors of Salt Lake City. Find the picture of Mayor Ted Wilson who helped restore the building. Who was the other mayor when the City and County Building was restored? What clues help you find this painting?

Changes and Neglect

Do you think that the City and County Building has stayed the same over the past 100 years? No, buildings change just like people do.

As time passed, the building had more and more problems. The rooms became too crowded and things were not working well. People began changing the building. The ceilings were lowered, the domes were covered, and big rooms were divided into smaller ones. After a while the inside of the building was no longer beautiful and **majestic**.



On the outside of the building, the carvings wore down from rain, wind, and **freezing** weather. Erosion caused chunks of sandstone to fall from the walls onto the sidewalks. People worried that the building might **collapse** in an **earthquake**.

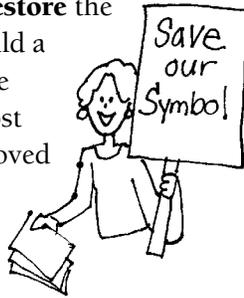


You know how important it is to take care of your body and your favorite things. What would happen if you didn't brush your teeth for a month? Yuck!

Buildings need regular care just like you do! People did not **repair** the City and County Building when it needed to be fixed. By the 1980s the building was in bad shape.

The Big Debate!

The City and County Building was in trouble! People had to decide whether to **restore** the building or to tear it down and build a new one. Some people said that the building was too old and would cost too much to repair. Many people loved the old building and saw it as the symbol of the city. They said that the building should be saved.



Mayor Ted Wilson wanted to **restore** the building and hoped it would happen soon! If an earthquake hit before the building was restored, he would have to jump from the third floor or stay in his office and hope the building didn't fall on him! In 1982, he asked a **committee** to come up with a plan.

The committee took a **poll** to find out what the citizens wanted. The poll showed that most people wanted to keep the building. **Experts** said the building could be saved.

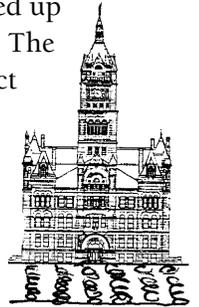
As Good As New

City officials wanted the City and County Building to remain a symbol of the city. They hired **craftsmen** to repair the stonework and make new carvings. Artists made new statues for the roof.

Inside the building, craftsmen fixed the old wood and painted the walls the same colors as when the building was first built. They uncovered the domes and high ceilings. Soon the building was as beautiful as it had been 100 year ago.

Earthquake Protection

People knew that the City and County Building would not be safe in an earthquake. They decided to try a new plan. The whole building was lifted up and set on 400 boxes called **base isolators**. The boxes have layers of rubber and steel that act like giant slinkies. During an **earthquake**, the isolators will move with the earth and **absorb** the shaking. The City and County Building will move very little. This will keep the building from falling over or being **damaged**.



The City and County Building was the first historic building to sit on base isolators. Today, scientists and interested people come from all over the world to see how it works. You will see the isolators in boxes under the building on your tour.

Celebrate the City

The City and County Building restoration was finished in 1989. A big party was held when the building re-opened. Thousands of people came to the celebration. Past and present government officials gave speeches and met the people. School children gave tours for the celebration. Everyone was excited to see that the City and County Building was safe and beautiful again. It would be the symbol for Salt Lake City for another 100 years!



People from all over Utah came to the City and County Building to celebrate the announcement that Salt Lake City would host the 2002 Winter Olympics. Photo by Ryan Miller. Used with permission of *The Salt Lake Tribune*.



Rock, Rattle & Roll

Preparing the City & County Building for an Earthquake

Objectives

Students will:

- Examine a picture showing the effects of an earthquake on the City and County Building.
- Discover the concept of base isolation and its application to the City and County Building.
- Simulate the operation of base isolators with their knees.

Setting the Stage

1. Assess student knowledge of earthquakes. **Ask students:** *What is an earthquake? Do we have earthquakes in Utah? What can earthquakes do to buildings?*
2. Show overhead of *Diagram of City and County Building in an Earthquake*. **Ask students:** *What do you think is happening in this picture?* Discuss student answers.
3. **Explain:** This is a computer model of what might have happened to the City and County Building in an earthquake before it was restored. These lines show how the shaking earth would make the building whip back and forth. *Do you think the City and County Building could stand up if it shook like this? Why or why not?*

Student Instruction

1. **Explain:** People wanted to make the City and County Building safer in an earthquake during the restoration project. The engineers who worked on the City and County Building were very creative. Many engineers had developed ways of making a building stronger so the shaking of the earthquake would not cause as much damage. The City and County Building engineers thought that making a building stronger was a good idea, but the best idea was to prevent the building from shaking so much during the earthquake. They heard about a new technology called base isolation which could help a building stay still. They decided to try it. It was the first time base isolation had been used on a historic building.

Materials

- Teacher Background on Base Isolation
- Diagram of City and County Building in an Earthquake (1 overhead)
- Diagram of Base Isolator (1 overhead)
- Diagram of City and County Building on Base Isolators (1 overhead)
- Two books
- Simple objects to serve as obstacles in a short relay course (i.e., boxes, books, blocks)
- Optional:* slinky

Core Curriculum Objectives

- 3rd Grade
- Science
- 3030-0302
- Social Studies
- 6030-0602



2. Share background information on base isolation. Show overheads of *Diagram of Base Isolator* and *Diagram of City and County Building on Base Isolators*. Demonstrate the motion of base isolators with a slinky, if available. Put one hand on top of the slinky and one hand on the bottom. The top hand represents the building and the bottom represents the ground. Show that you can slide the bottom hand around, like the ground in an earthquake, while the top hand stays still. (The slinky is one of the best visuals for helping students understand base isolators.)

Student Activity

1. Prior to activity, create a short relay course with simple obstacles that students must walk over.
2. **Ask students:** *Have you ever been skiing, waterskiing, skating, or skateboarding? What part of your body acts like a spring when you do these sports?*
3. **Explain:** Our body has shock absorbers like base isolators. When we ski or skate our knees take the bumps and keep our upper body fairly stable. This is how the base isolators keep the City and County Building from shaking too much in an earthquake. When the ground shakes, the isolators will act like springs and absorb the shock. The building above will move very little.
4. Tell students they are going to use their knees like base isolators in an earthquake. Divide students into two relay teams. Students take turns walking the course with a book on their head without dropping the book. Explain that the book represents the building, their upper bodies are the foundation, and their knees are the base isolators. Walking and stepping over obstacles simulates the earthquake.
5. After the relay, discuss the experience with students and review concept of base isolation.

Base Isolation

The City and County Building's earthquake protection system uses a relatively new technology called base isolation. The 443 isolators which support the building allow it to "ride out" earthquakes by insulating the building from violent seismic ground motions and allowing it to move independently of the surrounding ground surface.

Each base isolator looks like a large black rubber block about 17" x 17" x 15". Inside the isolators are composed of alternating layers of rubber and steel plates. The plates stiffen the isolators vertically so the building will not bounce as if on springs. The isolators are very flexible horizontally, however, much like a slinky. They permit the building to slide gently sideways up to 12 inches in any direction.

To prevent the building from swaying back and forth in strong winds or minor quakes, many isolators have lead cylinder cores. These cores are designed to yield and absorb energy when earthquake ground motion becomes sufficiently strong.

To place the City and County Building on the isolators, contractors lifted the massive 40,000 ton building in stages. Then an elaborate system of reinforced concrete and steel beams was constructed around and within the old foundation. A new concrete and steel first floor was built to create a rigid platform for the building to rest on atop the isolation system. After the isolators and beams were placed on top of the existing footings, the bottom part of the walls was completely cut away using a diamond-embedded wire rope saw. Thus the entire weight of the building was transferred to the base isolators.

Key to the functioning of the base isolation system in the "moat" which surrounds the City and County Building. The ground around the building was excavated to create an 18 inch moat to provide an open space in which the building can move without impacting the surrounding earth. The moat is covered with a metal plate to prevent people from falling into it.

The stairways at each of the four main entrances to the building are suspended above the ground and

will float with the building in an earthquake. All utility lines going in and out of the building are connected with flexible hose joints to prevent breakage when the building moves.

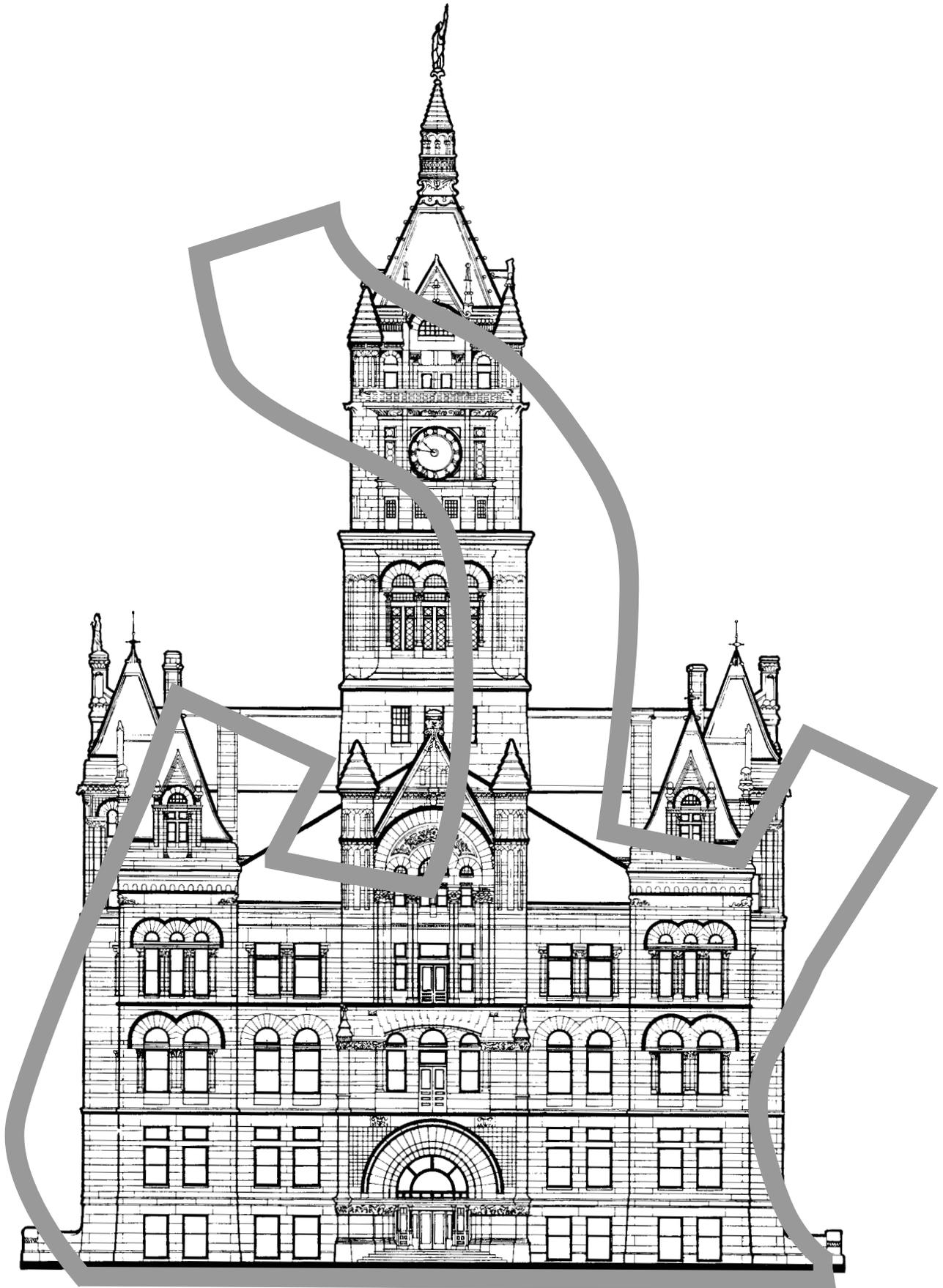
In addition to the base isolators, several other steps were taken to reduce earthquake damage at the City and County Building. The statues and gables were reinforced. The floors and roof were also strengthened and given a stronger connection to the walls. Massive steel cross-beams were installed in the 250 foot-high clock tower. The seven-foot-thick piers which support the 7000-ton tower were encapsulated with a concrete collar and now rest on base isolators.

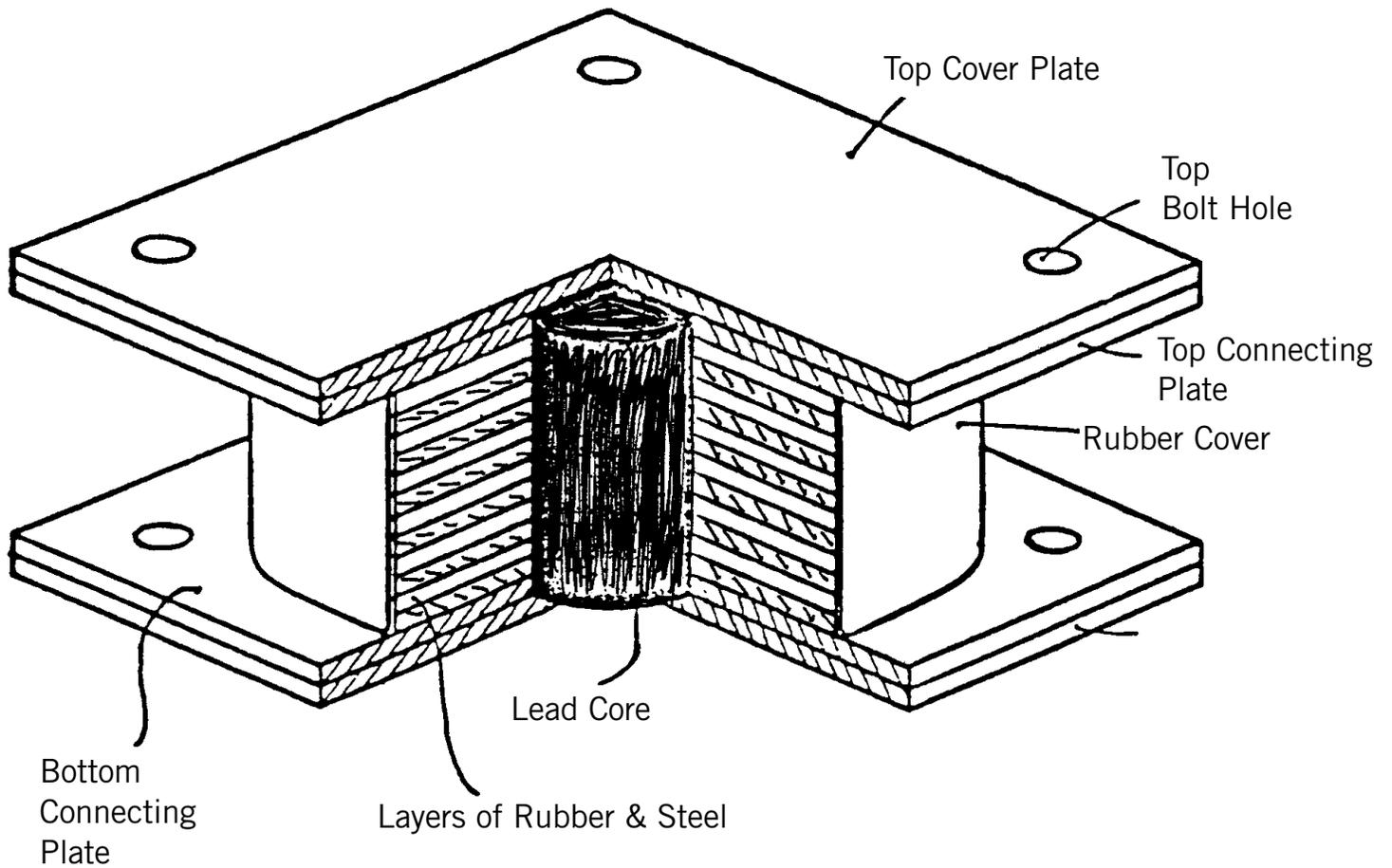
The decision to base isolate the City and County Building saved the city millions of dollars in construction costs. Conventional methods of making buildings stronger often consist of adding shear walls, anchors, and structural steel members. This conventional approach can be expensive and very disruptive to historic materials. For example, the entire interior of the California State Capitol was removed and replaced with new materials during a seismic upgrade.

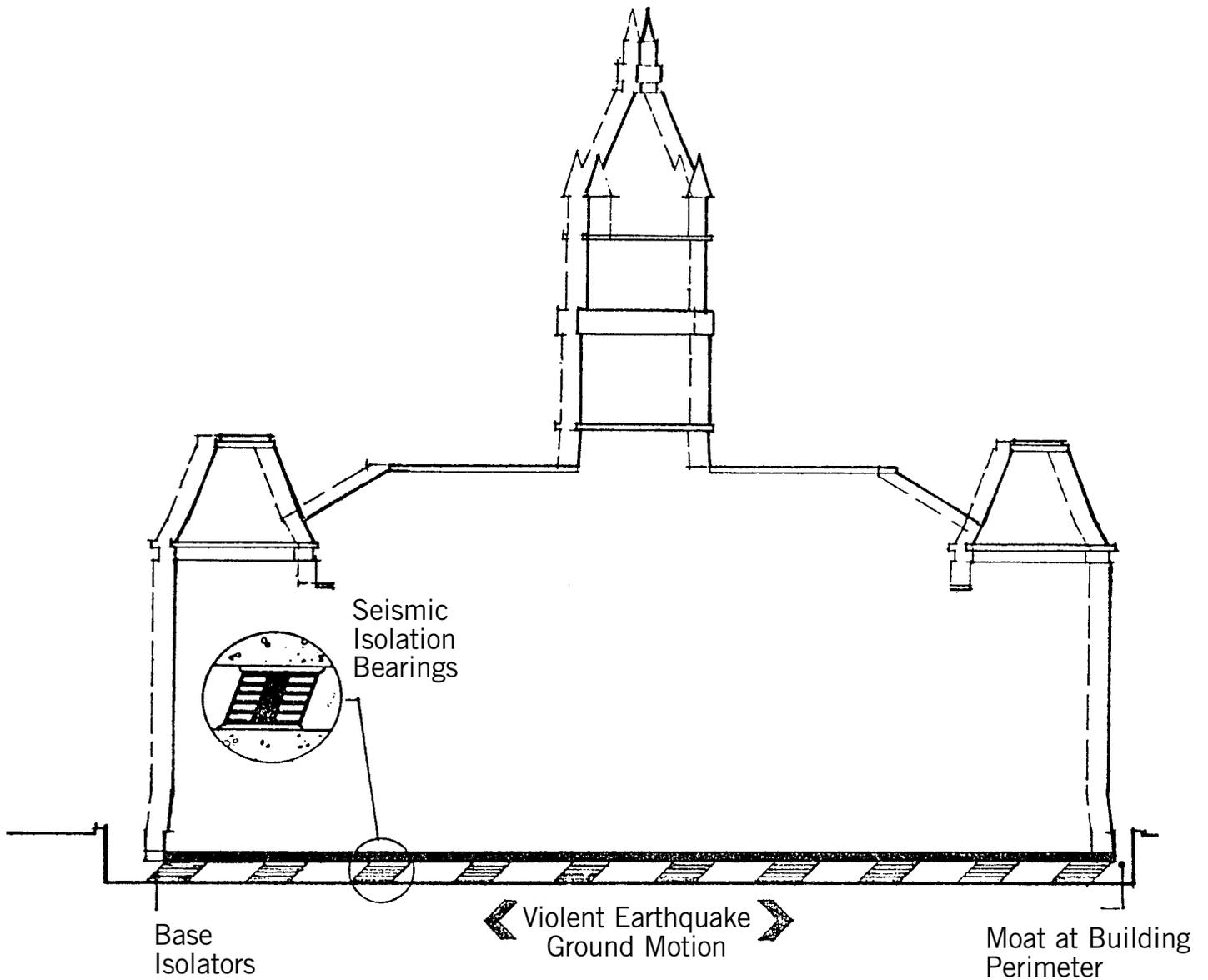
Because a building reinforced in a conventional manner is still rigidly attached to the ground, it can still suffer severe damage when the ground shakes violently during a major earthquake. In contrast, a base isolated building moves independently of the ground during a quake, swaying gently back and forth within its moat. The earthquake motion reaching the building is greatly reduced by the isolators and thus damage is likely to be minimal.

The City and County Building was the first historic building in the world to be placed on base isolators. Previous to this project, only one other building in the United States, a new structure, had been base isolated. Architects and engineers from around the world come to see the City and County Building. Salt Lake City hosted an international symposium on base isolation in May 1988.









Building Sways Gently on Rubber Pads, Isolated from Violent Ground Motions

Who Runs the City?



Objectives

Students will:

- Recognize the City and County Building as headquarters for Salt Lake City government.
- Locate the mayor and council offices by examining a floor plan of the City and County Building.
- Experience the mayor/council system through a mock city government demonstration.

Student Instruction

1. Introduce the idea of city government by talking about leaders in your school. **Ask students:** *Who is in charge of making sure everyone obeys the rules at our school? Who helps make the rules at our school?*
2. **Explain:** Salt Lake City has leaders just like our school has leaders. The group that makes the laws for the city is called the city council. The person in charge of putting the laws into action is the mayor. The city council and the mayor work at the City and County Building. We'll see the place where all the laws for the city are made on our field trip to the building.
3. Pass out copies of the *City and County Building Third Floor Plan*. Ask students to locate the offices of the mayor and the council, the mayor's conference room, and the council chambers.

Student Activity

1. Students will create a mock city government to help them understand how the government works. Pass out the *Government Leader Job Descriptions Handout*. As a class, read the handout and review the responsibilities of the mayor and city council members.
2. Ask students to brainstorm the qualities they think a city official should have.
3. Encourage students to run for office. Each candidate will make a short "campaign speech." Students will vote for a mayor and five council members.

Materials

City and County Building
Third Floor Plan
(1 per student)

Government Leader Job
Descriptions Handout
(1 per student)

Optional: White pages of the phone book, council publications listing council members and their districts

Core Curriculum Objectives

3rd Grade

Social Studies
6030-0401
6030-0501
6030-0502

Language Arts
4030-0902

Utah Life Skills

Collaboration
Responsible Citizenship



4. Council members sit facing the class at the front of the room. Ask student “citizens” to present ideas for classroom “laws” to the council. Speakers will stand before the council, mention a class problem, and suggest a new rule. Other students may speak in favor of or against the proposal.
5. The council will briefly discuss the proposal and vote to adopt or reject it. The council may consider several proposals, as time allows.
6. If the rule is approved, the mayor assigns a committee to make sure that the rule is enforced. (Example: A student complains that chairs are not pushed in and that this creates a hazard. The council votes that all chairs must be pushed in before recess. The mayor appoints someone to make sure that all chairs are pushed in.)
7. If students live in Salt Lake City, ask them to find out who the mayor and their council representative are. If students live outside the city, ask them to find out how their local government works and identify key officials.

Extensions

City Government

Students will brainstorm the services needed to run a city to better understand how the city meets its needs. Compare lists to the city departments found in the phone book under the blue pages in the “Salt Lake City Government” section.

Students living outside Salt Lake City could identify their own form of local government and compare it to Salt Lake City’s government.

Communication, Interview Skills

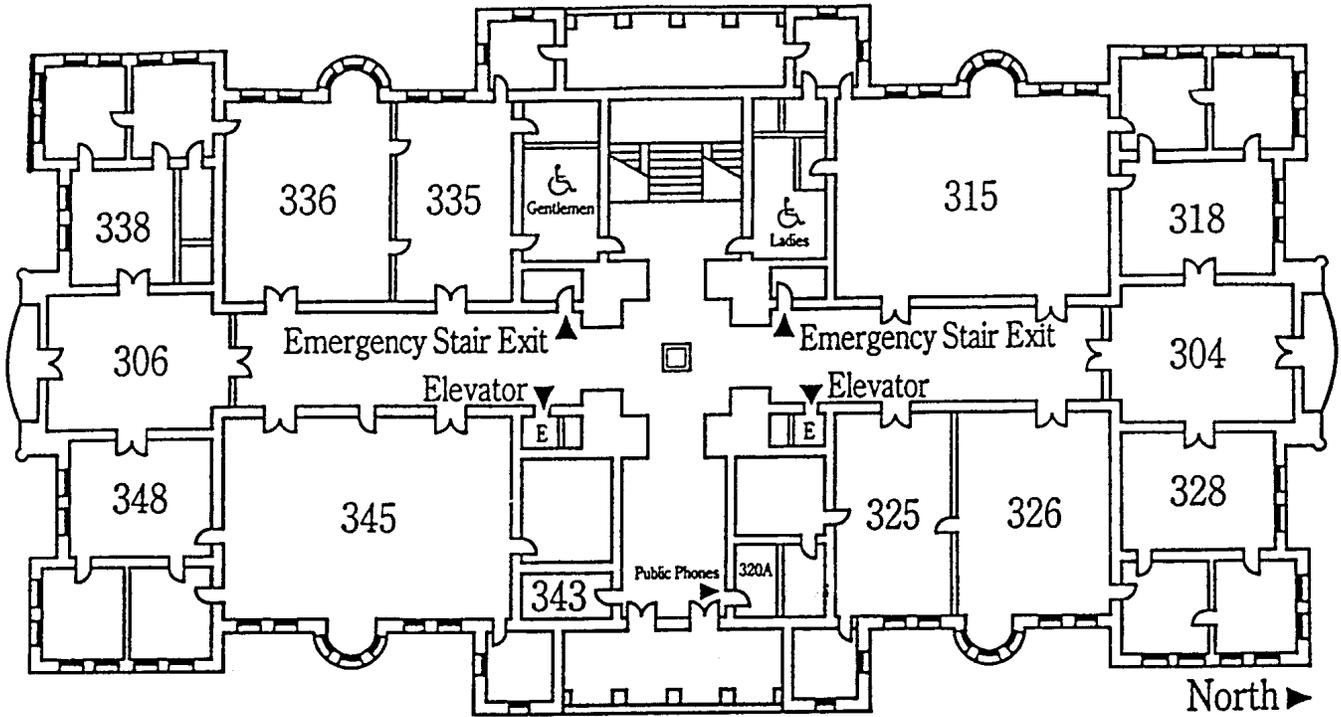
Students may identify their council member and interview him/her regarding neighborhood issues.

Careers

Students discuss jobs within the city as possible career choices.

Resources

For additional information on Salt Lake City government, order *User Friendly Government for Young Citizens* from the Salt Lake School District Education Foundation by calling (801) 578-8212.



Key	
304	Council Office
315	Council Chambers
325	Council Members' Offices
326	Council Conference Room
306	Mayor's Office
336	Mayor's Staff
338	Mayor's Conference Room



City Government Leader Job Descriptions

The City Council

Just as the Congress makes all the laws for the United States, the city council makes all the laws for Salt Lake City. The city council has seven members. They meet in the Council Chambers at the City and County Building twice each month to discuss ideas for new laws.

Citizens can come to these meetings, too. Citizens can tell the council about a problem in their neighborhood, suggest a new law, or speak for or against a law the council is discussing.

The city council listens to citizens' opinions about an idea for a new law. Then it votes to approve the law or reject it. If the law is approved, everyone in Salt Lake City must obey it.

The Mayor

The mayor is like the President of Salt Lake City. The mayor's job is to put into action the laws passed by the city council. Many city departments help the mayor with this job. For example, if the council passes a new traffic law, the mayor tells the police department to enforce it.

The mayor also makes sure the city government provides services to keep citizens safe and healthy. Different city departments provide different services. For example, the water department brings clean water to all the buildings in the city. The sanitation department picks up trash and recycling each week.

The mayor is in charge of all city departments. If citizens have problems with their city services, they can go to the mayor for help.



Buildings Begin with Basic Shapes



Objectives

Students will:

- Review basic shapes.
- Discover that architects use basic shapes to design buildings.
- Observe basic shapes on the City and County Building.
- Create their own building with basic shapes.

Setting the Stage

1. Show *Basic Shapes Review*. Ask students to name each of the shapes.
2. Play an observation game. Divide students into groups. Ask each group to identify and record the shapes they observe in your classroom. Have groups report their findings to the class. Who found the most different shapes?

Student Instruction

1. Show overhead of *City and County Building Line Drawing*. Explain that building designers or “architects” use basic shapes as the building blocks for designing buildings whether they are small and simple or large and complex. Architects can create a complex building by combining different shapes or parts of different shapes. They can also create patterns by using the same shape over and over.
2. Explain that students will be looking for basic shapes in the City and County Building. Demonstrate activity by placing a blank transparency over the *City and County Building Line Drawing* overhead. Show how to find shapes by outlining the triangle that makes up the roof of the clock tower. Show students that even though the top of the triangle is hidden underneath the base that supports the statue, the basic shape of the roof is a triangle.
3. Hand out a copy of the *City and County Building Line Drawing*, a blank transparency, and 4-5 different color crayons or non-permanent markers to each student. Tell students to choose a different color for each kind of shape (i.e., red for triangles, blue for circles, green for arches, etc.). Ask students to outline and identify as many shapes on the City and County Building as they can and look for patterns. Emphasize that students should **not** just trace the building.

Materials

- Basic Shapes Review (1 overhead)
- City and County Building Line Drawing (1 overhead for teacher and 1 copy per student)
- Building Blocks Student Handouts (1-2 copies of each per student)
- Blank transparencies (1 per student)
- 4-5 different color crayons or non-permanent markers per student
- Rulers, scissors, glue, paper (compasses optional)

Core Curriculum Objectives

- 3rd Grade**
- Visual Arts
1030-0201
1030-0202
- Math
5030-0901
5030-0902
5030-0903
5030-0905



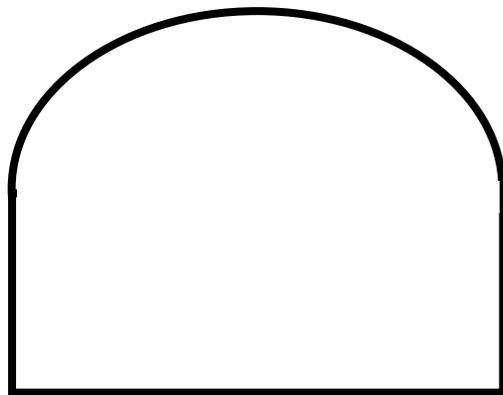
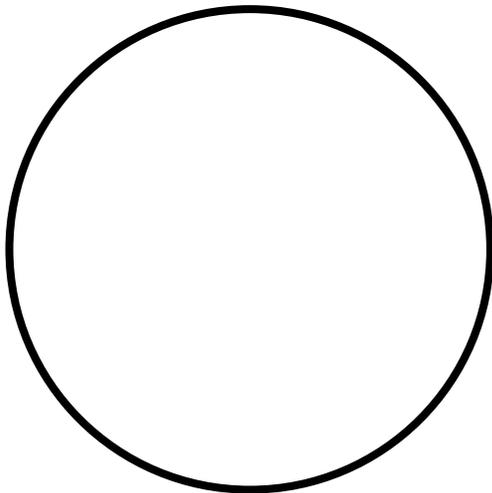
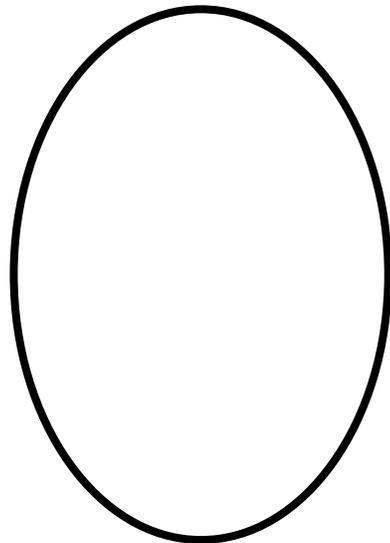
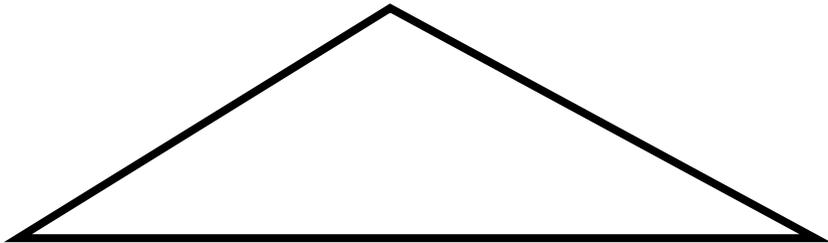
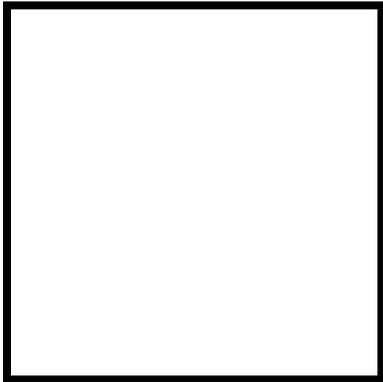
4. When students are finished, have them remove the drawing from behind their transparency. **Ask the class:** *How many different shapes did you find? Which shape did you find most often? Did you notice any patterns?*

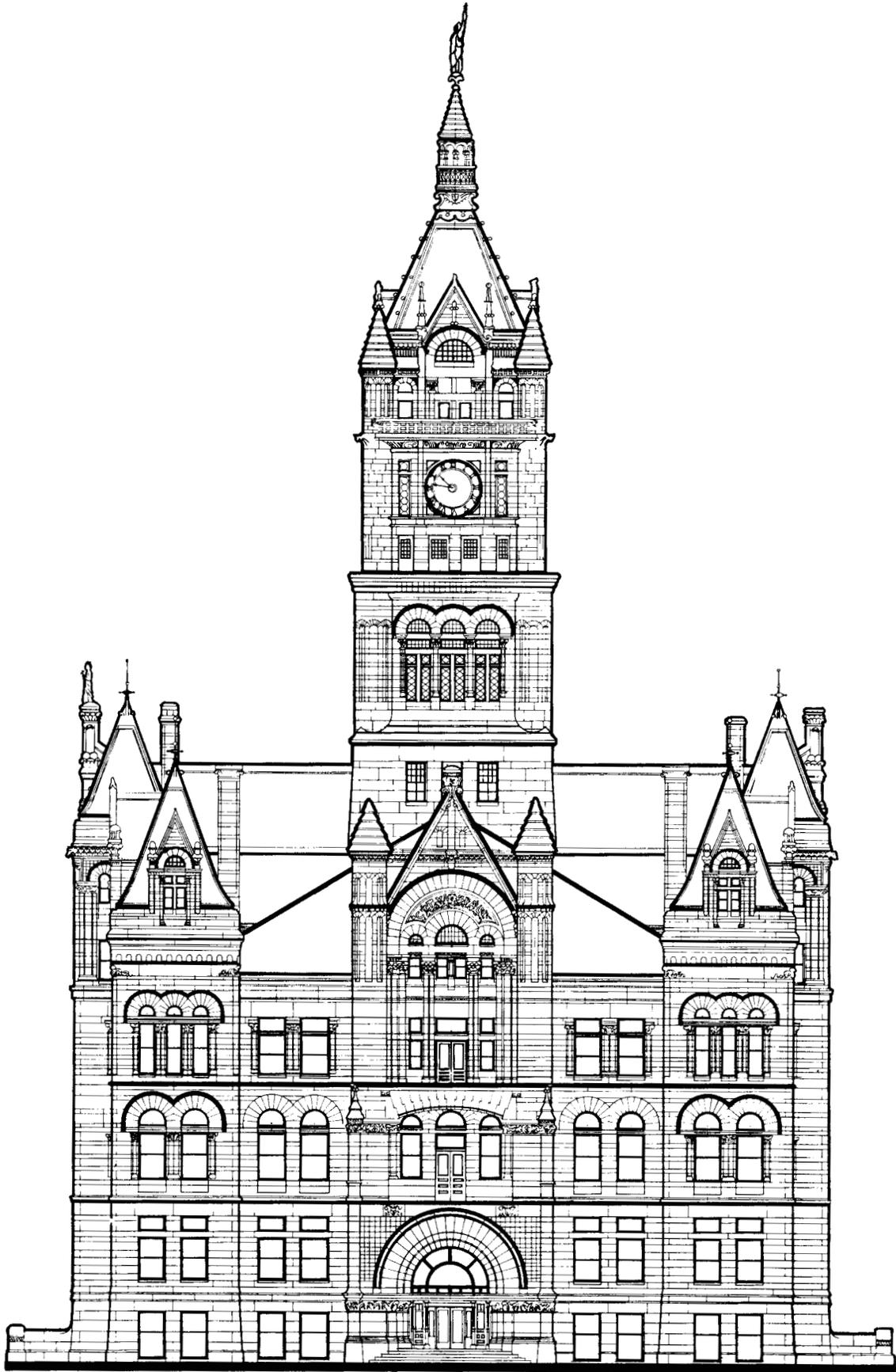
Student Activity

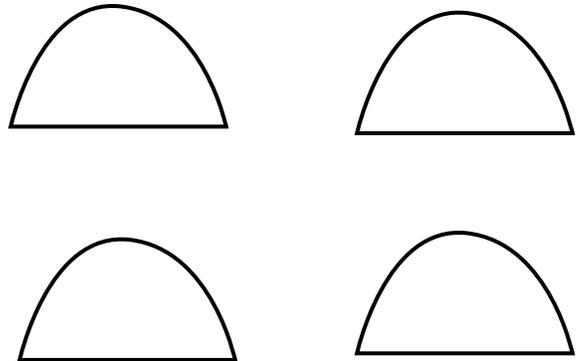
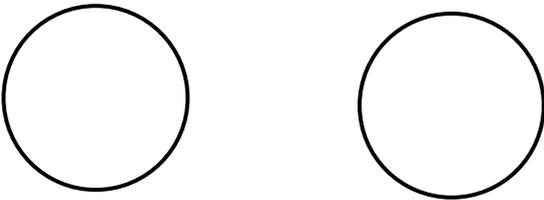
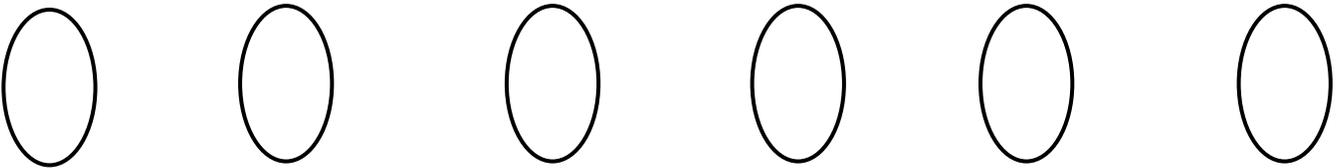
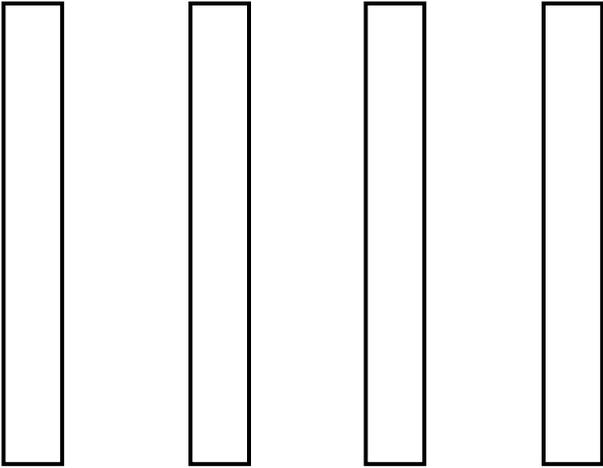
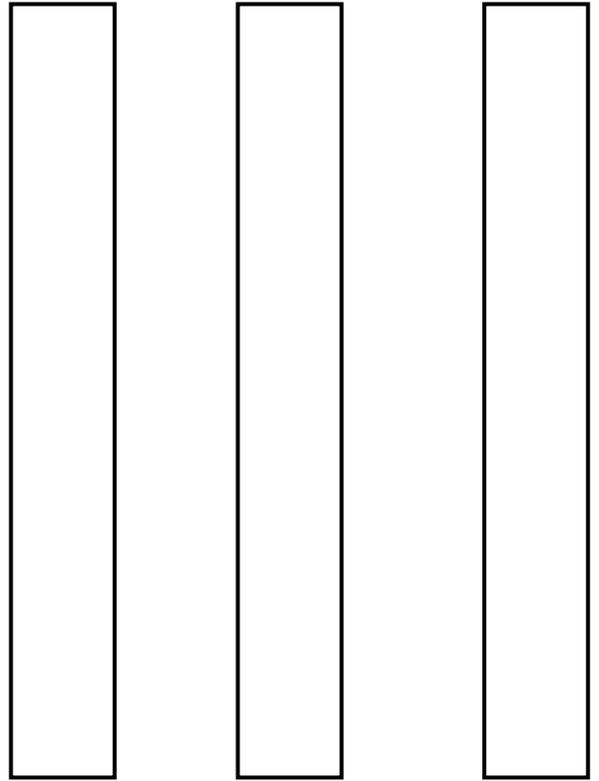
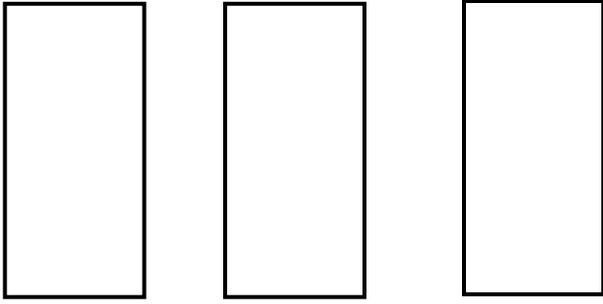
Distribute copies of *Building Blocks Student Handouts* to students. (Students may want additional copies.) Instruct students to create their own building using basic shapes. Students may cut up the picture of the City and County Building, the Building Blocks, and/or cut out their own shapes. They should create their building by gluing the basic shapes they have cut out on another piece of paper.

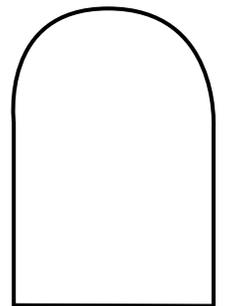
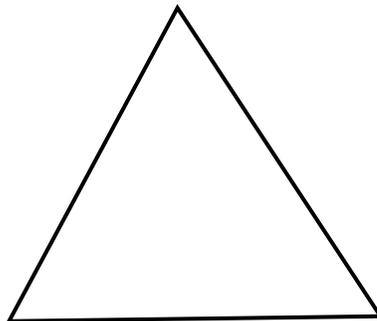
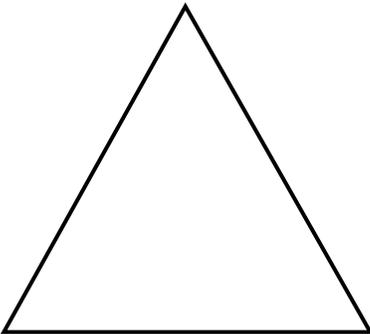
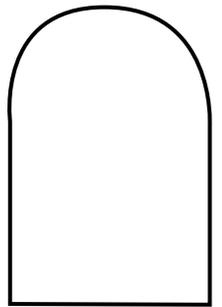
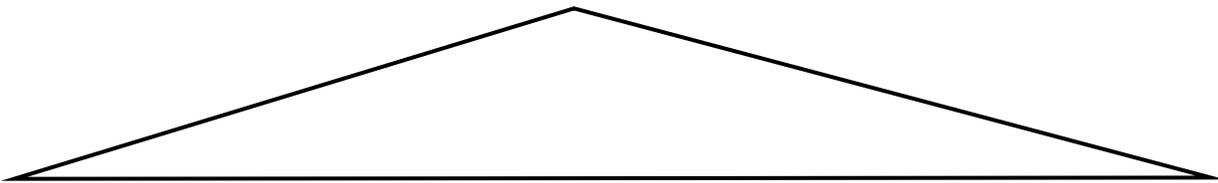
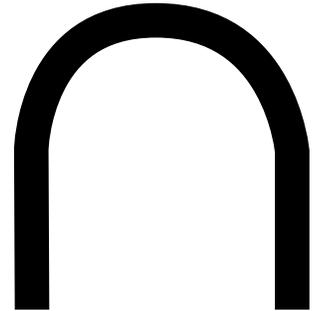
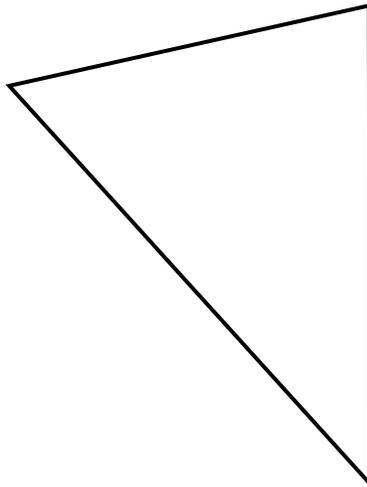
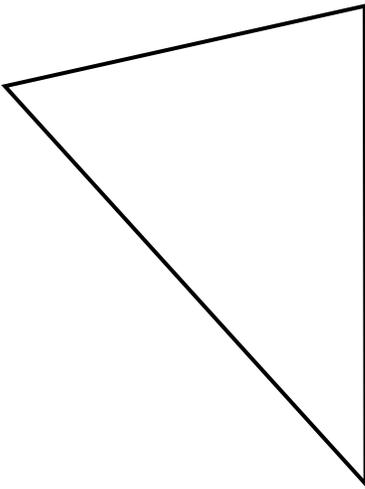
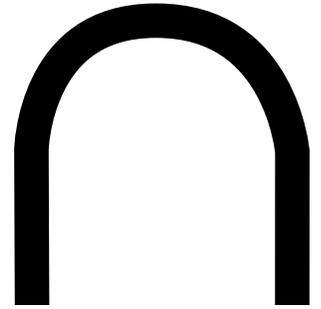
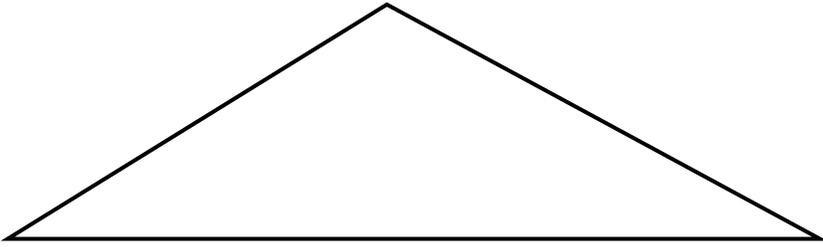
Extension

Using blocks or an architecture kit, have students create buildings with three-dimensional shapes.











A Gift from the Past

Reflecting on the City & County Building

Objectives

Students will:

- Examine their feelings about the loss of a cultural artifact.
- Explore the concept of stewardship.
- Discuss citizens' responsibility to be good stewards of our resources.
- Create a poster to raise public awareness of the importance of stewardship.

Teacher Background

This lesson uses the destruction of an alleged family heirloom to elicit student reaction to the loss of an unique cultural artifact. For your “heirloom,” choose an item that looks old and will break easily when dropped or knocked over. You may want to make a trip to the thrift store to find it. We leave it to you to develop the story surrounding your “heirloom.” The more actual details of your family history you weave into the story, the more heartfelt and believable your delivery will be. Emphasize how the “heirloom” connects you to people in the past. (i.e., My great-grandmother used this cup. She died before I was born, but this cup is something we share. It connects our lives.)

Setting the Stage

- 1. Tell students:** Since we have been studying the history of the City and County Building, I want to share something special from my family history with you. Take out your heirloom and tell its story. Be sure to mention that it is a “gift from the past.”
- 2.** Ask students to close their eyes and think of an object that is very important to them, their own “gift from the past.” Remind students that objects can be important because they recall good memories or remind us of important people or events. Ask students to draw their special object and write a paragraph about why it is important to them.

Student Instruction

- 1.** Inadvertently break the heirloom as you are putting it away.
- 2.** Ask students to share their feelings about the loss of the heirloom. After discussion, reveal that the object was not really a family heirloom.

Materials

- An expendable china cup or other fragile item
- Large sheets of paper for creating posters
- Art supplies

Core Curriculum Objectives

3rd Grade
Social Studies
6030-0502

Utah Life Skills
Responsible Citizenship



3. Ask students to remember a time when something they loved and considered valuable was broken, lost, or destroyed. **Ask students:** *How did you feel? Was the object replaced? Did you feel as strongly about the new object? Are there some things that cannot be replaced? Think of examples.*

4. Explain that the City and County Building is a gift to all Utahns from people who lived in the past. **Ask students:** *How does the City and County Building help us learn about Utah's past? What is important about the building to you? Do you think the people who built the City and County Building wanted it to last a long time? If so, what makes you think that?*

5. **Ask students:** *Do we have a responsibility to take care of gifts from the past? What respect do we owe to people in the past? What responsibility do we have to people in the future? What will our world be like if we ruin gifts from the past?*

Student Activity

1. As a class, brainstorm examples of irreplaceable gifts that citizens have a responsibility to take care of (i.e., works of art, historic buildings, water, wilderness, open space). For each gift, ask students to think of at least one way citizens can help make sure the gift is not ruined or destroyed.

2. Divide students into teams of two or three. Assign each team to create a poster for a public awareness campaign on the importance of taking care of gifts from the past and passing them on to the future. Display posters on a “Gifts from the Past—Gifts to the Future” bulletin board.

Extensions

Read one of these books about the importance of stewardship:

Eve Bunting, *Someday a Tree*

Susan Vizurraga, *Our Old House*

Janice Shefelman, *Victoria House*

Lisa Campbell Ernst, *Squirrel Park*

Marcus Pfister, *Milo and the Magical Stones*

Kristine L. Franklin, *When the Monkeys Came Back*

George Ancona, *Riverkeeper*

Agra Carment Deedy, *Agatha's Feather Bed*

Be a Craftsman!



Objectives

Students will:

Review examples of craftsmanship observed at the City and County Building.

Experiment with craft options.

Relate student craft experience to those of the craftsmen who worked on the City and County Building renovation.

Student Instruction

1. Ask students: *Have you ever heard the word “craft?” What does it mean?* Today the word craft is often used to describe a kind of hobby. People “do” crafts like creating scrap books, painting ceramics, etc. When the City and County Building was designed, craft referred to a career or job. People who were craftsmen worked to create artistic designs in wood, stone, paint, plaster, and other materials.

2. Show overheads of *Faces & Statues*, *Gargoyles & Animals*, and *Floor Tile Photos*. Explain that these carvings, statues, and tile patterns were made by craftsmen. Ask students to think of other examples of craftsmanship found at the City and County Building.

3. Explain: One hundred years ago, craftsmen chose designs that were important to the people of Salt Lake City. When craftsmen worked on the renovation of the building, they restored the beauty of the older work and in some cases created new works to replace the old, worn ones.

Student Activity

1. Allow students to select one of the craft projects described below. **Tell students:** The craftsmen who worked on the City and County Building spent a lot of time making sure their work was the best it could be. When you begin your project remember to take the time to plan and draw your design. Do not hurry the project.

2. After students complete their projects, have a class discussion of craftsmanship. **Ask students:** *What was difficult or frustrating? What was interesting or rewarding? How long did it take to finish your project? How long do you think it would take to do a similar project in the City and County Building? Would you like to be a craftsman? Why or why not?*

Materials

Faces & Statues Photo
(1 overhead)

Gargoyles & Animals Photo
(1 overhead and 1 per student)

Floor Tile Photo
(1 overhead)

Activity Option 1: Gargoyles

Mix & Match Gargoyle Parts
(1 per student)

Drawing materials

Modeling Clay or Model Magic

Optional: Book about gargoyles or monsters such as *Night of the Gargoyles* by Eve Bunting or *Where the Wild Things Are* by Maurice Sendack

Activity Option 2: Mosaic Floor Tile Design

Floor Tiles Diagram
(1 per student)

Graph paper

Small pieces of colored paper or paper Mosaic Tiles

Large piece of black paper

Glue and scissors

Optional: book showing Native American designs

Core Curriculum Objectives

3rd Grade
Social Studies
6030-0301

Visual Arts
1030-010
1030-0102
1030-0301
1030-0302
1030-0402



Option 1: Gargoyles

1. Show overhead of *Gargoyles & Animals Photo* and distribute copies to students.
2. **Explain:** Gargoyles are fantasy monsters. They were carved on churches hundreds of years ago. Some people thought that they were there to scare people into being good! They also had a practical use. Gargoyles often acted as rain spouts. The water would flow out the gargoyle's mouth and away from the building. Gargoyles usually have the body parts of several different kinds of animals. For example, they may have the wings of a bird, the heads of a mammal, and the body of a reptile.

The gargoyles on the City and County Building were carved in stone with hand tools by craftsmen called stone masons. *Why do you think the City and County Building has gargoyles?* (They aren't rain spouts.)
3. Distribute *Mix & Match Gargoyle Parts*. Instruct students to draw their own gargoyle with body parts from several different animals. Students can trace some of the *Mix & Match Gargoyle Parts* to get started. (Optional: Read a story about gargoyles or monsters, like *Night of the Gargoyles* by Eve Bunting or *Where the Wild Things Are* by Maurice Sendack, to the class before drawing gargoyles. Or take students to library to trace different animal parts from picture books.)
4. Have students use modeling clay to create a three dimensional gargoyle.

Option 2: Mosaic Floor Tile Design

1. Show overhead of *Floor Tile Photo*. **Explain:** The thousands of tiles that cover the floor of the City and County Building were placed there, one by one, by craftsmen. They used only chalked lines on the floor, a straightedge, and their skill to maintain the even spacing of the tiles. The most challenging part of the project was creating the beautiful patterns in the center of each floor that represent Native American designs. One small mistake and the pattern would be ruined. During the restoration, the craftsmen laid down the tile floor, removed it, laid it and removed it again, and laid it a third time so it would be perfect.
2. Distribute copies of *Floor Tiles Diagram* to serve as a sample mosaic pattern for students. Students should plan their mosaic design in advance using graph paper. Provide students with small squares of colored paper or paper mosaic tiles and a piece of black paper for the background. Students will create a mosaic by gluing the small squares on the black paper. (Optional: Have students refer to books showing Native American designs for ideas.)

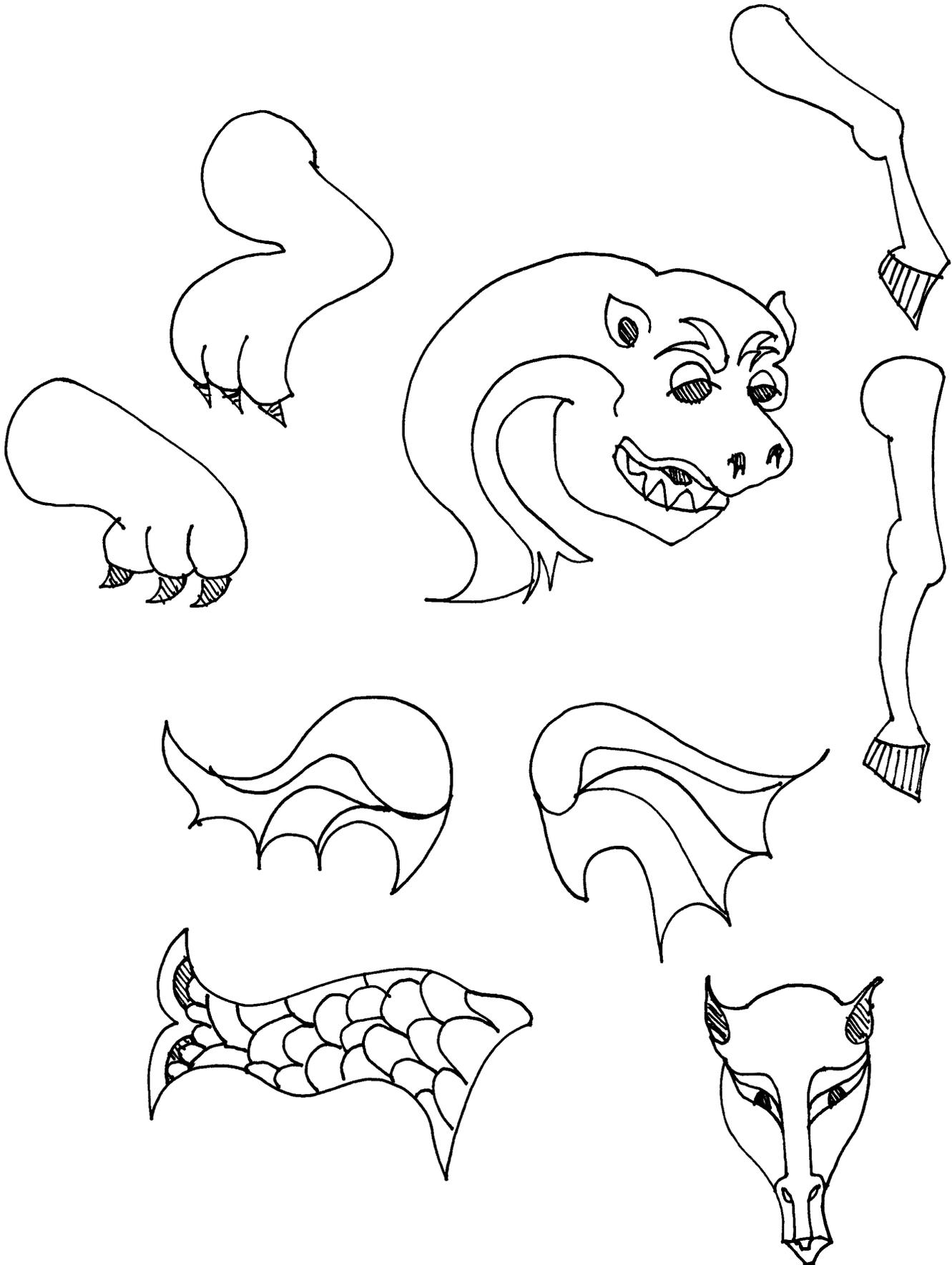


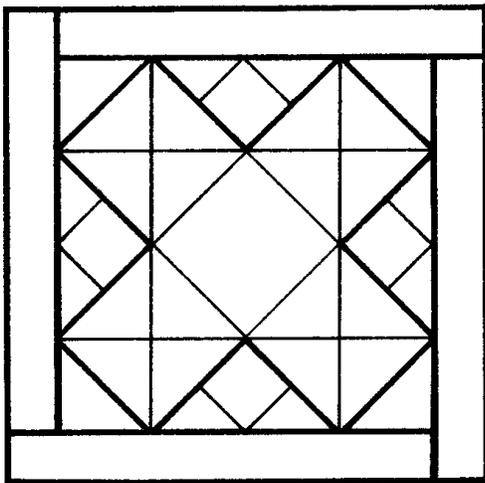
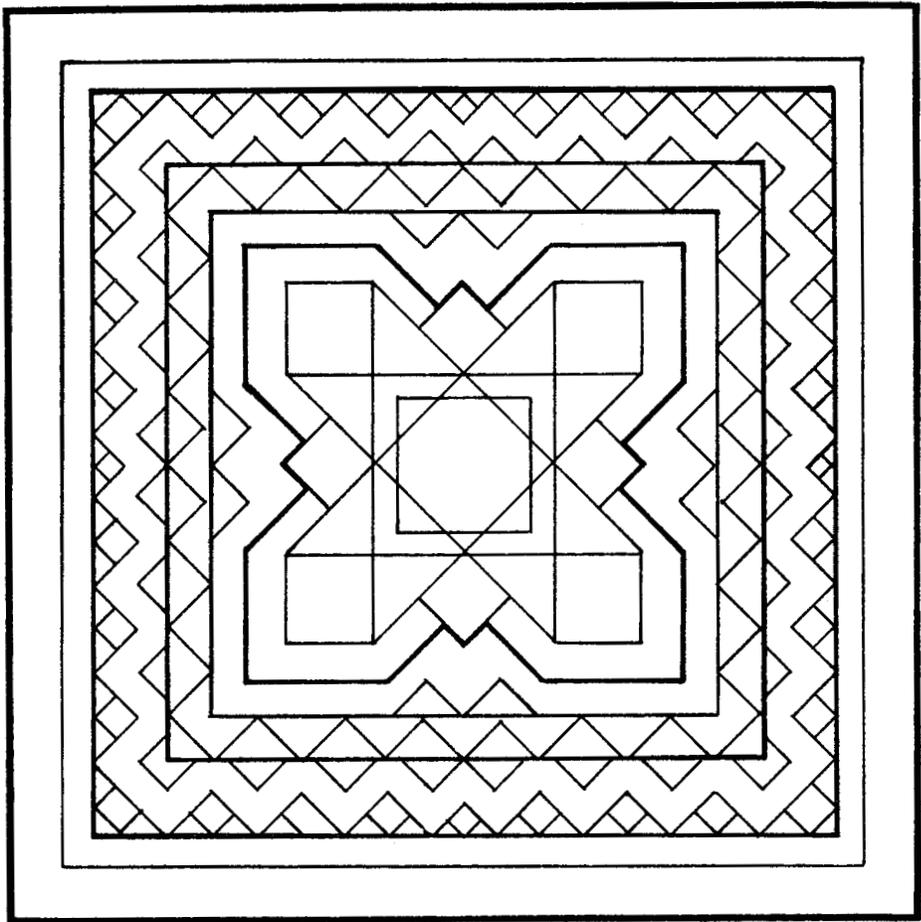
All photos on pages 29 & 30 by Brian Griffin, Griffin Photo Design





photo by Dave Handrahan





It Happened at Washington Square



Materials

It Happened at Washington Square Photos and Student Handout (1 copy of each)

Art materials

Core Curriculum Objectives

3rd Grade

Social Studies
6030-0102
6030-0301

Language Arts
4030-0902

Objectives

Students will:

- Explore the many uses of Washington Square through photos and written descriptions.
- Create a news broadcast about an historic use of Washington Square.
- Discuss the significance of Washington Square to Salt Lake City today.
- Envision how the community will use Washington Square in the future.

Student Instruction

1. Ask students to think of a park or plaza they have visited. Have students list the different ways people use the space (i.e., concerts, walking and looking at trees, playing games, picnicking). Tell students that parks and plazas are “public spaces.”
2. **Explain:** Early leaders of Salt Lake City believed that public spaces were important for good communities. Public spaces are places where people can get together for celebrations, to have fun, or just to be with other people. City leaders selected four blocks to be public squares. Washington Square was one of them. Over time, the people of Salt Lake City have used Washington Square in many different ways.

Note: The blocks now containing West High School, Pioneer Park, Temple Square, and the City and County Building were originally designated as public squares.

Student Activity

1. Divide the class into six groups. Give each group one *It Happened at Washington Square Photo* and the corresponding *Student Handout*. Students examine photo and read the description on their handout.
2. Assign each group to create a news broadcast based on their photo and description. Students should pretend they are witnessing the event in their photo. Their newscast should describe: where the event is happening, what is happening, who is participating, and **why the event is being held at Washington Square**. Students may add details and create visual aids for their broadcast. Monitor groups to be sure they understand the assignment.

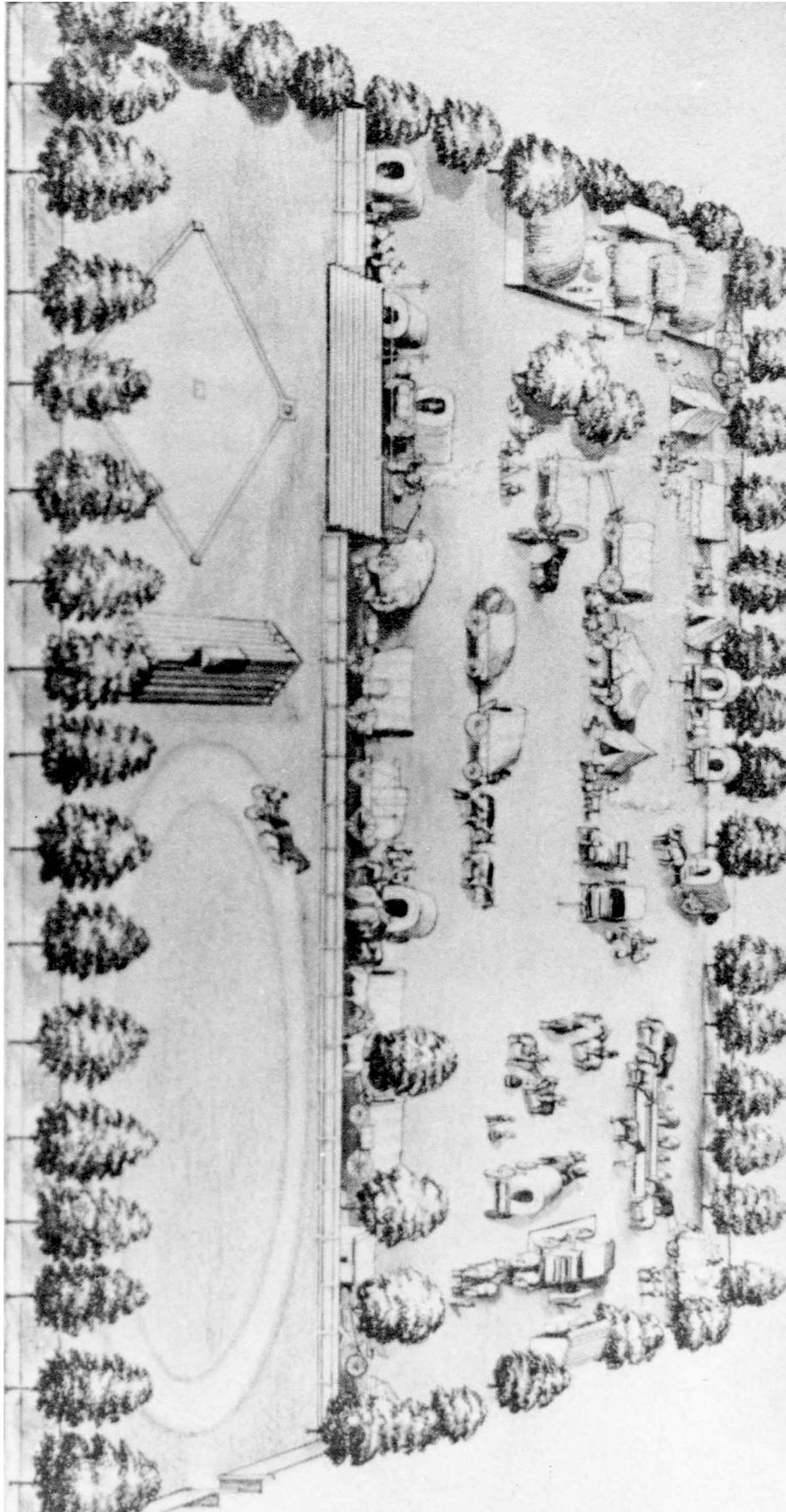


3. Students perform their broadcast for the class.

4. **Ask students:** *Do you think Washington Square has a special meaning in Salt Lake City today? For example, would it have mattered if the 2002 Olympic announcement was made at the Delta Center rather than Washington Square? Why or why not?*

5. Ask students to envision how the citizens of Salt Lake City might use Washington Square as a community gathering place in the future. Class brainstorms ideas.

6. Students write a story or draw a picture depicting how the community will use Washington Square in the future.





—o—
SALT LAKE CITY,
Monday and Tuesday, July 2 and 3.
 —o—
MONTGOMERY QUEEN'S
 —o—
CALIFORNIA
MENAGERIE, CARAVAN



—o—
And Great Double Circus.
 —o—
THE MOST COMPLETE AGGREGATION TRAVELLING!
DUAL EQUESTRIAN COMPANY.
 —o—
GRAND CONSOLIDATION OF
Cooke's Royal English Circus with Queen's Popular California Circus
 —o—
A DOUBLE TROUPE OF EQUESTRIANS, GYMNASTS,
VAULTERS, ATHLETES, ACROBATS, CLOWNS, Etc.
A Complete New Exhibition, Perfect in Every Detail,
Brilliantly Equipped, and Larger Than Ever.
New Menagerie, New Circus, New Canvass, New Wardrobe,
In fact Everything New and Georgeous.
 —o—

MONSTER ZOOLOGICAL COLLECTION!
 Rare and Curious Animals from Every Portion of the Globe.
 Tropical Birds, Chattering Apes and Monkeys.



Recently added, and to be seen for
 Positively the First Time in this
 Country, a Two-Horned

RHINOCEROS!
 A Monster in Size.

AN AFRICAN HORNED HORSE!

These Marvels of the Animal King-
 dom are Alive and upon Exhibi-
 tion Daily.

Do not Fail to Witness the Laughable Act styled
CIRCUS RIDING EXPOSED!
 Every Afternoon. In the Evening the Grand, Spectacular, Military Drama,
 on Horseback,

PUTNAM, THE IRON SON OF '76.
GRAND ORIENTAL STREET PARADE!
 The Most Brilliant and Imposing Procession ever witnessed upon the street.

ADMISSION: ONE DOLLAR. Children under 9 years, FIFTY CENTS.
 Reserved Cushioned Opera Chairs, 50 Cents Extra.
 Doors open at 1 and 7 p.m. Arenic Performance commences one hour later.

—o—
 Will also Exhibit at Wells, June 29; Corinne, June 30; Ogden, July 4;
 Evanston, July 5; Green River, July 6; Rawlings, July 7.
 Brilliant Fire Balloons and Fireworks on the Circus Lot at Ogden on the 4th.



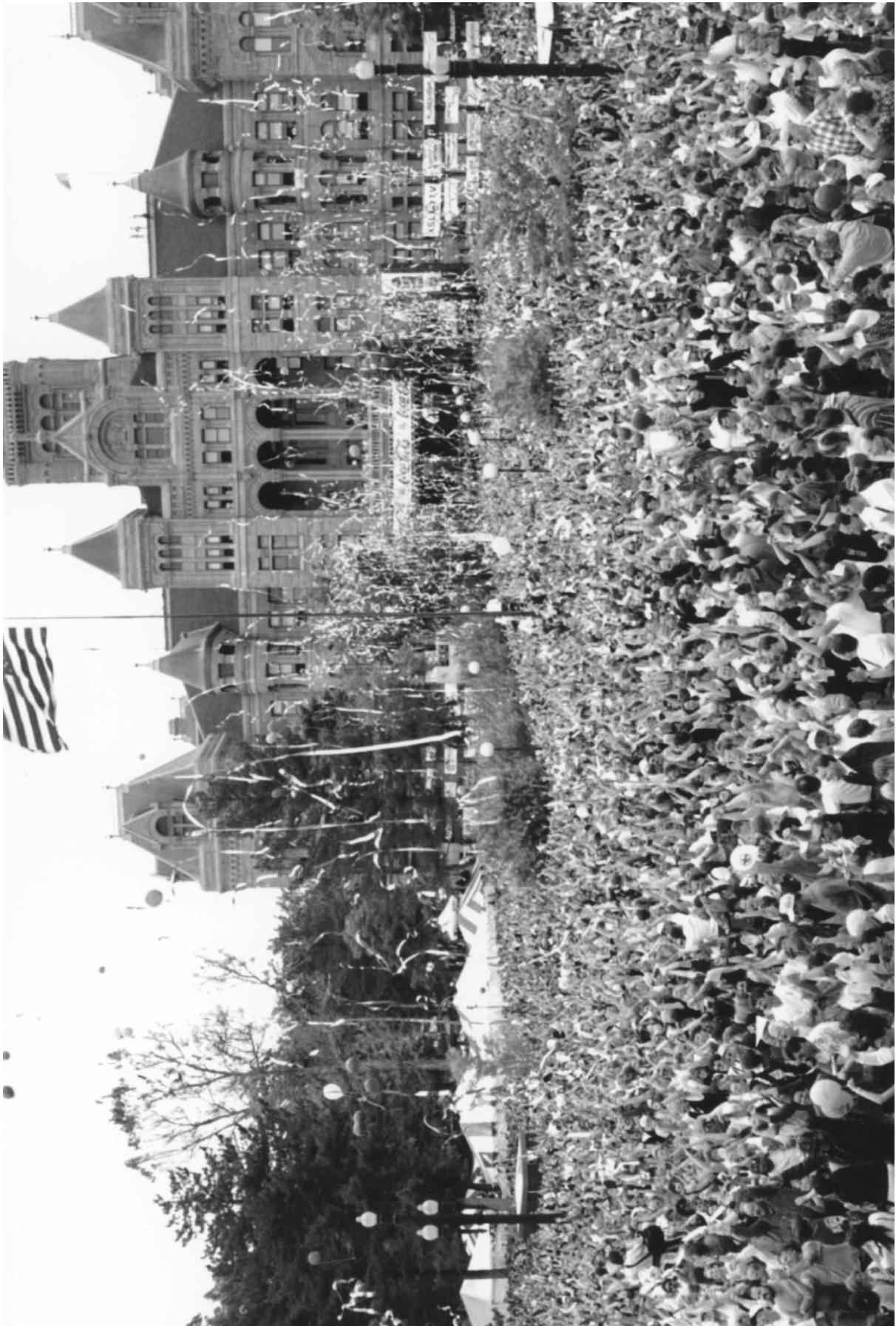


photo by Ryan Miller. Used with permission of The Salt Lake Tribune.



photo courtesy of the Salt Lake City Arts Council

It Happened at Washington Square

1 **Washington Square was a campground.** (1847-1869)

In the early days of Salt Lake City, people used Washington Square as a campground. New settlers coming to Salt Lake City with their wagons needed a place to stay. They camped at Washington Square until they decided where to build a house. People who were just passing through Salt Lake City on their way to California also camped at the square. They could rest and buy new supplies before moving on.

Everyone was excited when a wagon train of new settlers came to Salt Lake City. The people of the city came to Washington Square to meet the tired travelers. Bands played, children sang, flags waved, and everyone enjoyed a welcoming feast.

2 **Washington Square was a baseball field.** (1869-1891)

Before the City and County Building was begun in 1891, Washington Square was Salt Lake City's baseball field. The people of Salt Lake City loved baseball. The city had 17 baseball teams. Baseball practices or games were going on at Washington Square almost everyday from April to October.

Sometimes crowds of 5,000 people—almost 1/4 of all the people in the city—came to watch the games. People had fun cheering for their favorite teams. A few people said baseball led to “loud and improper behavior.” They asked the city council to stop the baseball games at Washington Square. For three years, there were no games. Then the city council allowed them again.

3 **Washington Square was a circus ground.** (1869-1891)

When traveling circuses came to Salt Lake City, they set up their huge tents in Washington Square. The circus started with a big parade led by elephants. Large crowds lined the streets to see the clowns, animals, and daring performers. Schools even let out early so children could watch the parade.

One circus that came to Salt Lake City in 1880 was very exciting. The evening show at Washington Square was lit up by a wonderful new invention—electric lights. This was the first time electric lights were used in public in Utah.





4 Concerts were held at Washington Square. (1894-present)

Washington Square is a lovely place to listen to a concert. After the City and County Building was finished, musical groups often played on the building's steps. People came to Washington Square to sit on the benches or in the grass and enjoy the music.

Many different kinds of groups performed in Washington Square. Orchestras played symphonies, brass bands played marches, choruses sang songs. Once, a group of singers came all the way from Hawaii to perform at Washington Square.



5 Washington Square is a place for celebrating. (1995)

It was the biggest news in years. Salt Lake City had been chosen to host the 2002 Winter Olympics! The City and County Building was lit up with tiny white lights and fireworks went off above the building.

More than 50,000 people came to Washington Square to celebrate. Bands played, people danced, and confetti flew through the air. Even though it was summer, there was a short bobsled track and a ski machine to help people get in the Olympic spirit. The celebration lasted for over two days.



6 Washington Square is a place for sharing community spirit. (1986-present)

Did you know that you can eat food from France, watch dances from Japan, listen to music from Peru, and see Native American pottery-makers at Washington Square? Each year the Living Traditions Festival brings together people from many different cultures. People learn more about their neighbors by sharing their traditions.

Washington Square is an exciting, crowded place during the festival. There are over 20 booths where you can try food from different countries, stages for singers and dancers, and tents where craftsmen show their work.

Salt Lake City Kids Take Action



Objectives

Students will:

- Evaluate the impact of student service projects.
- Discuss the value of participating in community life.
- Implement their own service-learning project.

Setting the Stage

Show overhead of *Children's Monument Photo*. Ask students if they remember seeing this monument on the tour of the City and County Building. Review what they learned about the sculpture on the field trip.

Student Instruction

1. Show overhead of *Monument Dedication Photo*. Share background information with the students.
2. **Explain:** Students from Salt Lake City School District provided service to their community through their donations a long time ago. We still can see the result of their service when we look at the monument today.
3. Show overhead of the *Student Community Service Examples* and review the ways other students have served their community. Have students identify who benefitted from each project (i.e., service recipients, service providers, community) and how. **Ask students:** *What values did each project promote?* Discuss student responses.
4. **Ask students:** *Is it important for students and other people to serve their communities? Why or why not?*

Student Activity

As a class, design and implement a service-learning project to address a need in your community. Service-learning is an excellent method of fostering the development of Utah Life Skills, including lifelong learning, complex thinking, collaboration, and responsible citizenship. A service-learning project need not be complex. It could be as simple as having your class read with younger students in your own school on a regular basis to promote literacy.

Materials

- Teacher Background on Children's Monument
- Children's Monument Photo (1 overhead)
- Monument Dedication Photo (1 overhead)
- Student Community Service Examples (1 overhead)

Core Curriculum Objectives

3rd Grade

Social Studies
6030-0501
6030-0502

Health Education
7030-0701

Utah Life Skills

Lifelong Learning
Complex Thinking
Collaboration
Responsible Citizenship



As opposed to community service, service-learning offers students opportunities to develop and use academic skills while meeting community needs. An effective service-learning project includes: orientation and training, meaningful service, evaluation, structured reflection, and recognition/celebration.

Resources

Numerous resources are available to help you and your students design and implement a service-learning project, including:

The Utah State Office of Education Service-Learning Web site:
[www.usoe.k12.ut.us/service learning](http://www.usoe.k12.ut.us/service%20learning)

Utah State Office of Education, Character Education Specialist,
Kristin Fink, phone: (801) 538-7948, email: kfink@usoe.k12.ut.us

Lewis, Barbara (1995) *The Kid's Guide to Service Projects: Over 500 service ideas for young people who want to make a difference.*
Minneapolis: Free Spirit Publishing.

Lewis, Barbara (1991) *The Kid's Guide to Social Action: How to solve the social problems you choose and turn creative thinking into positive action.*
Minneapolis: Free Spirit Publishing.

The Children's Monument

The Children's Monument stands on the west side of the City and County Building. The patriotic monument features a flagpole and a bronze statue of a boy and a girl holding a copy of the U.S. Constitution. It was dedicated on June 4, 1937.

The monument was the brainchild of John V. Buckle. The Utah "patriotic instructor" for the United Spanish War Veterans, Buckle first championed erecting a permanent flagpole at every school in the Salt Lake City School District. After completing this project, he developed the idea for installing a flagpole and monument at the City and County Building.

Salt Lake City School District adopted the project in 1936. Every student in the district was encouraged to donate to the monument fund. Donations, however, were not to exceed fifteen cents. The district's 32,000 students raised \$3,600 for the project. As a point of comparison, a new house cost about \$3,500 in 1936.

Schools also held contests to select the "ideal" boy and girl to be models for the monument. Frank Wilkins of Oquirrh School and Patricia Van Derck of Ensign School were chosen to pose for the sculpture. Wilkins grew up to be a justice on the Utah Supreme Court and Van Derck became a teacher.

Students also participated in the project by writing down what they wanted to be when they grew up on class rosters. The rosters were placed in a box that was sealed into the base of the monument. The box was removed in 1950 and the original rosters given to the Utah State Historical Society.

The monument dedication was an impressive affair. Students from 39 schools marched around the City and County Building behind banners featuring their schools' names. The ceremony also included speeches, patriotic music, and a flag raising ceremony.





photo by Brian Griffin, Griffin Photo Design



Student Community Service Examples

Children are citizens in a community and can make a difference on issues that are important to them. Here are just a few of the things students have done:

When the City and County Building was restored, many schoolchildren around the city gave tours at the building. Each child learned a section of the tour and shared it with visitors.

Jackson Elementary School students helped clean up a toxic waste dump next to their school that was polluting Salt Lake City's ground water.

Hawthorne Elementary School students created a beautiful green space called Hidden Hollow where Parley's Creek runs through a commercial district in Sugarhouse.

Beacon Heights Elementary students have lobbied Salt Lake City leaders to create a tunnel under 1300 East in Sugar House so that people can cross the street safely.

Students at **Adele C. Young Intermediate School** in Box Elder School District read to elementary school students and elderly people in retirement centers and nursing homes.

Students at **Rowland Hall-St. Mark's School** in Salt Lake City have created 12 pieces of artwork for nonsighted audiences. They work directly with nonsighted people who use senses other than sight to appreciate art.

Students at **Westside Alternative School** in Hays, Kansas, restored and maintain planters on Main Street. The planters are part of efforts to beautify and preserve the small-town, downtown shopping area which is threatened by malls.

Service doesn't need to be a big project. Have you ever helped a younger student with reading? Have you cleaned up trash on the playground? Does your school need a garden or a recycling center?

There are many things that you can do to serve others. *How can you or your class be of service in some way?*





Third Grade Core Curriculum Objectives

Visual Arts

1030-0101 Explore a variety of art materials while learning new techniques and processes.

Lesson 6: Be a Craftsman!

1030-0102 Use a broad range of art materials in supporting the visual art needs at school.

Lesson 6: Be a Craftsman!

1030-0201 Analyze and reflect on works of art by their elements and principles.

Lesson 4: Buildings Begin with Basic Shapes

1030-0202 Create works of art using the elements and principles.

Lesson 4: Buildings Begin with Basic Shapes

1030-0301 Explore possible content and purposes in significant works of art.

Lesson 1: Symbol of the City

Lesson 6: Be a Craftsman!

1030-0302 Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purposes for their own artworks.

Lesson 6: Be a Craftsman!

1030-0402 Connect various kinds of art with particular cultures, times, or places.

Lesson 1: Symbol of the City

Lesson 6: Be a Craftsman!

Science

3030-0302 Identify processes that form geological features.

Lesson 1: Symbol of the City

Lesson 2: Rock, Rattle, & Roll—Preparing the City & County Building for an Earthquake

Language Arts

4030-0101 Make connections between personal experience and print.

Lesson 1: Symbol of the City

4030-0102 Anticipate the flow of events or information.

Lesson 1: Symbol of the City

4030-0103 Verify predictions as the reading continues.

Lesson 1: Symbol of the City

4030-0201 Use a variety of strategies to comprehend print.

Lesson 1: Symbol of the City

4030-0202 Develop an interpretation of the text.

Lesson 1: Symbol of the City

4030-0304 Continue to develop a reading vocabulary (i.e., pronounce and understand new words).

Lesson 1: Symbol of the City

4030-0902 Use oral language to present information.

Lesson 3: Who Runs the City?

Lesson 7: It Happened at Washington Square

Math

5030-0901 Describe, model, draw, and classify shapes.

Lesson 4: Buildings Begin with Basic Shapes

5030-0902 Investigate and predict the results of combining, subdividing, and changing shapes.

Lesson 4: Buildings Begin with Basic Shapes

5030-0903 Develop spatial sense.

Lesson 4: Buildings Begin with Basic Shapes

5030-0905 Recognize and appreciate geometry in the world.

Lesson 4: Buildings Begin with Basic Shapes

Social Studies

6030-0102 Trace how indigenous cultures change over time.

Lesson 1: Symbol of the City

Lesson 7: It Happened at Washington Square

6030-0301 Describe the various factors that draw communities together.

Lesson 1: Symbol of the City

Lesson 6: Be a Craftsman!

Lesson 7: It Happened at Washington Square



Third Grade Core Curriculum Objectives

Social Studies

6030-0102 Trace how indigenous cultures change over time.

Lesson 1: Symbol of the City

Lesson 7: It Happened at Washington Square

6030-0301 Describe the various factors that draw communities together.

Lesson 1: Symbol of the City

Lesson 6: Be a Craftsman!

Lesson 7: It Happened at Washington Square

6030-0401 Explain the purpose of government.

Lesson 3: Who Runs the City?

6030-0501 Demonstrate basic citizenship skills.

Lesson 3: Who Runs the City?

Lesson 8: Salt Lake City Kids Take Action

6030-0502 Identify ways to meet community needs.

Lesson 3: Who Runs the City?

Lesson 5: A Gift from the Past—
Reflecting on the City & County Buildings

Lesson 8: Salt Lake City Kids Take Action

6030-0602 Recognize the physical features that influenced various community settlements.

Lesson 2: Rock, Rattle, & Roll—

Preparing the City & County Building for an Earthquake

Health Education

7030-0701 Participate in service-learning that assists the community.

Lesson 8: Salt Lake City Kids Take Action