

Grades

4 & 5



Symbol of the City

The City & County Building Teacher's Guide

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Symbol of the City

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Symbol of the City

The City & County Building Teacher's Guide

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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.

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Introduction to Teachers

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, 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 (1-5) 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, and the technology of base isolation. The post-tour lessons (6-10) build upon this knowledge and relate the City and County Building to stewardship, local history, architectural style, craftsmanship, 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 fourth and fifth grade cores, but can easily be adapted for other grade levels. Appendices A and B show the fourth and fifth grade core curriculum objectives in social studies, visual arts, language arts, science, and health education met by the lessons in the guide. Many of the lessons also foster Utah Life Skills, such as lifelong 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 student handouts, graphics, and teacher background information listed for a particular lesson follow the lesson in the guide.

Fourth & Fifth Grade Core Curriculum Objectives

Lists the subject areas in which the lesson fulfills the Utah State Board of Education fourth and fifth 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

Several of the lesson plans and the tour discuss the idea that the City and County Building is a symbol of Salt Lake City and that there are many symbols of Utah on the building. Students may need to review the concept of symbolism before beginning this unit. Remind students that symbols represent ideas and help students identify symbols they are already familiar with in everyday life.

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:

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A Structure for Teaching *Symbol of the City*

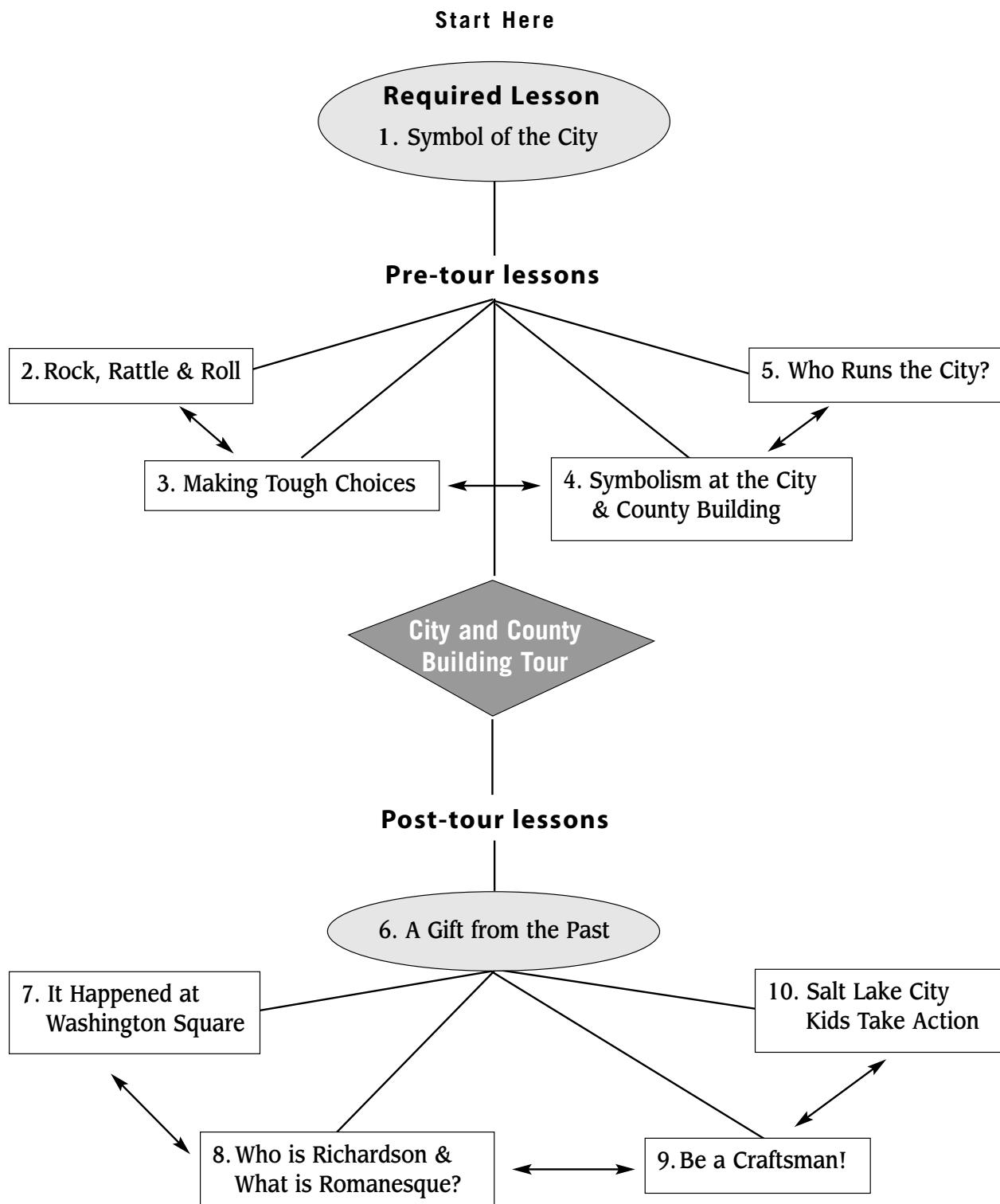


Figure 1.



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 Historical 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.slc.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

4th Grade

Social Studies
6040-0101
6040-0102
6040-0202

Language Arts
4040-0101
4040-0102
4040-0103
4040-0201
4040-0202
4040-0203
4040-0302

Visual Arts
1040-0301
1040-0401
1040-0403

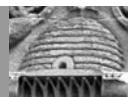
5th Grade

Language Arts
4050-0101
4050-0102
4050-0103
4050-0201
4050-0202
4050-0203
4050-0302

Visual Arts
1050-0301
1050-0403







Your class will go on an exciting adventure!

You will visit one of the most important buildings in Salt Lake City—the Salt Lake City and County Building. It was built over 100 years ago.

If a 100-year-old building could talk, imagine the secrets it would tell! You will learn that during its long life, the City and County Building:

- Had bats in the clock tower.
- Has floors with Native American designs.
- Is covered with stone people and animals.
- Has a sculpture of two children.
- Was almost torn down.
- Sits on springs like giant slinkies.
- Holds the offices of Salt Lake City's government leaders.

The Old City Hall

Salt Lake City's first city hall was built in 1864. At this time, Salt Lake City was still a small farming community. The old city hall is a square, two-story building made of red sandstone. It has a wood tower with a bell that was the city's fire alarm.

Salt Lake City grew rapidly and so did the job of the government. Twenty years after the old city hall was built, it was too small to house all the people



Salt Lake City's first city hall.

Riddle: The old city hall was torn down but is still standing. How can that be? See if you can discover where the old city hall building is standing today!

who helped run the city. Everyone agreed that Salt Lake City needed a new building where both the city and county government could have offices. Plans were drawn, a site was selected, and workers began to dig the foundation.

We Disagree!

Do family members always agree? Of course not, and neither do citizens in a community. In fact, the City and County Building has always caused a lot of **debate**!



Soon after work began on the new city hall, a new mayor and city council were elected. They didn't like the plans for the new city hall and put a stop to the project. They felt the design was too expensive and the structure might even be unsafe. They **abandoned** the first building site and started over. City officials now decided to construct the new city hall on Washington Square.

Washington Square

What do you think of when you hear the name "Washington Square"? Who do you think the square was named after? Is it a good name for the site of a city hall? Why or why not?

Washington Square has an interesting history! It was one of four city blocks set aside as **public spaces** when Salt Lake City was planned. It was originally called **Emigration Square**. When settlers first arrived in the valley, they needed a place to stay. Emigration Square was a campground where settlers stayed in wagons or tents until they had a better place to live. Later, the people of Salt Lake City used the square as a circus ground and a baseball diamond. Occasionally, it was even used as a dump!

Look at the photograph of Washington Square on the next page. City officials wanted the square to look like a park when the City and County Building was finished. Forty-five different kinds of trees were planted on Washington Square. Fountains and benches were added to make it a relaxing and beautiful place.



Reading Packet



Look at the photo of a monument on the west side of Washington Square. Real children posed for this statue. Find the statue on your tour and learn how children helped the city long ago.

Students: If you want to learn more about Washington Square, ask your teacher to present *Lesson 7: It Happened at Washington Square*. If you want to learn more about the Children's Monument, ask your teacher to present *Lesson 10: Salt Lake City Kids Take Action*.



Photo by Brian Griffin, Griffin Photo Design.

Bigger and Better Plans

Now that they had selected a site, city officials had a contest to find the best design for the City and County Building. Fifteen architects entered. Many were famous for designing other buildings in the city.

Not everyone was happy when the city council announced the winning design. Some people called it ugly and old-fashioned. Others were angry because the bid of \$377,978, was double what the first building would have cost! The city council, however, was confident that the design they selected would be a success.

The construction of the new City and County Building finally began in 1891. Builders placed a **time capsule** in the **cornerstone**. The capsule was a copper box containing objects that officials felt would be interesting to people in the future. The box contained pictures of city officials, money, and a belt buckle from the city fire department! What would you put in a time capsule to tell people in the future about your life?

Birth of a Landmark

When the building was finished in 1894, there was a great celebration! People came on horseback and in carriages to watch the ceremony and hear speeches. One city councilman said, "In the future, Salt Lake City and County will continue to produce fine buildings, but none upon which a people will look with greater pride."

A **portrait** of George M. Scott, the mayor who approved the plans for the building, was presented to the city. This started a new **tradition**. After the City and County Building opened, most Salt Lake City mayors had their portraits painted and hung in the building.



People were proud of the City and County Building! By 1894, Salt Lake City was no longer a small pioneer community. It had become an important American city! The **majestic** new building showed that Salt Lake City had a bright future.



The City and County Building became a **symbol** for Salt Lake City and Utah. The city put a picture of the building on its official seal. You can see this picture 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.

Buildings Can Be Symbols

How can a building be a symbol? If a building reminds you of a feeling or an idea, then the building is a symbol.



When you look at the City and County Building, how does it make you feel and what does it remind you of? City officials wanted the building to symbolize the power of government and a growing city. Architects worked hard to design a building that symbolized these ideas by using just the right material and design.

Students: If you want to learn more about symbolism, ask your teacher to present *Lesson 4: Symbolism at the City & County Building*.



Photo by Brian Griffin.

Outside the City & County Building

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 photo marked *City and County Building Carving*. 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?

On your field trip, you will see statues above each entrance and on the top of the clock tower. The statues are symbols representing important ideas. For example, one statue is called Justice. She holds a scale in her hand. On your field trip, find out the name of each statue and what the names mean.

Find the page with the *City and County Building Line Drawing*. Architects use shapes to design buildings. How many different shapes can you find on the City and County Building? Find and color the circles blue. Find and color all the triangles red. An arch is a curve that looks like an upside-down "U." You often see them over windows and doors. Find and color all the arches green.

Students: If you want to learn more about the architecture of the City and County Building, ask your teacher to present *Lesson 8: Who is Richardson & What is Romanesque?*

Inside the City & County Building

When you step inside the City and County Building, you know you are in an important place. The architects designed the **interior** to give it a majestic feeling. The building has high ceilings, tall windows, long hallways, and beautiful **domes**. Some of the walls are lined with yellow **onyx**, a stone that looks like **marble**. The drinking fountains are shaped like shells and even the bathrooms have gold lettering above the doors!



The architects also made sure that the City and County Building had the modern **technology** of 1894. Electric lights had recently been invented. People weren't sure that the new lights were dependable. The **chandeliers** in the City and County Building could use either the "new" electricity or the "old" natural gas—just in case!

The building had some of the first elevators in the city. City workers were also excited to have ONE telephone! Instead of phones, offices had **speaking tubes**. People yelled through these tubes to talk to each other from floor to floor!

How was the Building Used Long Ago?

The City and County Building was home for both the **Salt Lake City** and **Salt Lake County Governments**. To keep the furniture and offices separate, everything on the city side was colored red and everything on the county side was green.

For more than 20 years, the building could have been called the "City, County and State Building!" The **Constitutional Convention** met in the City and County Building to write **Utah's Constitution**. The **governor** and **state legislature** had their offices there until the Utah State Capitol Building was finished in 1916.



Carving City and County Building



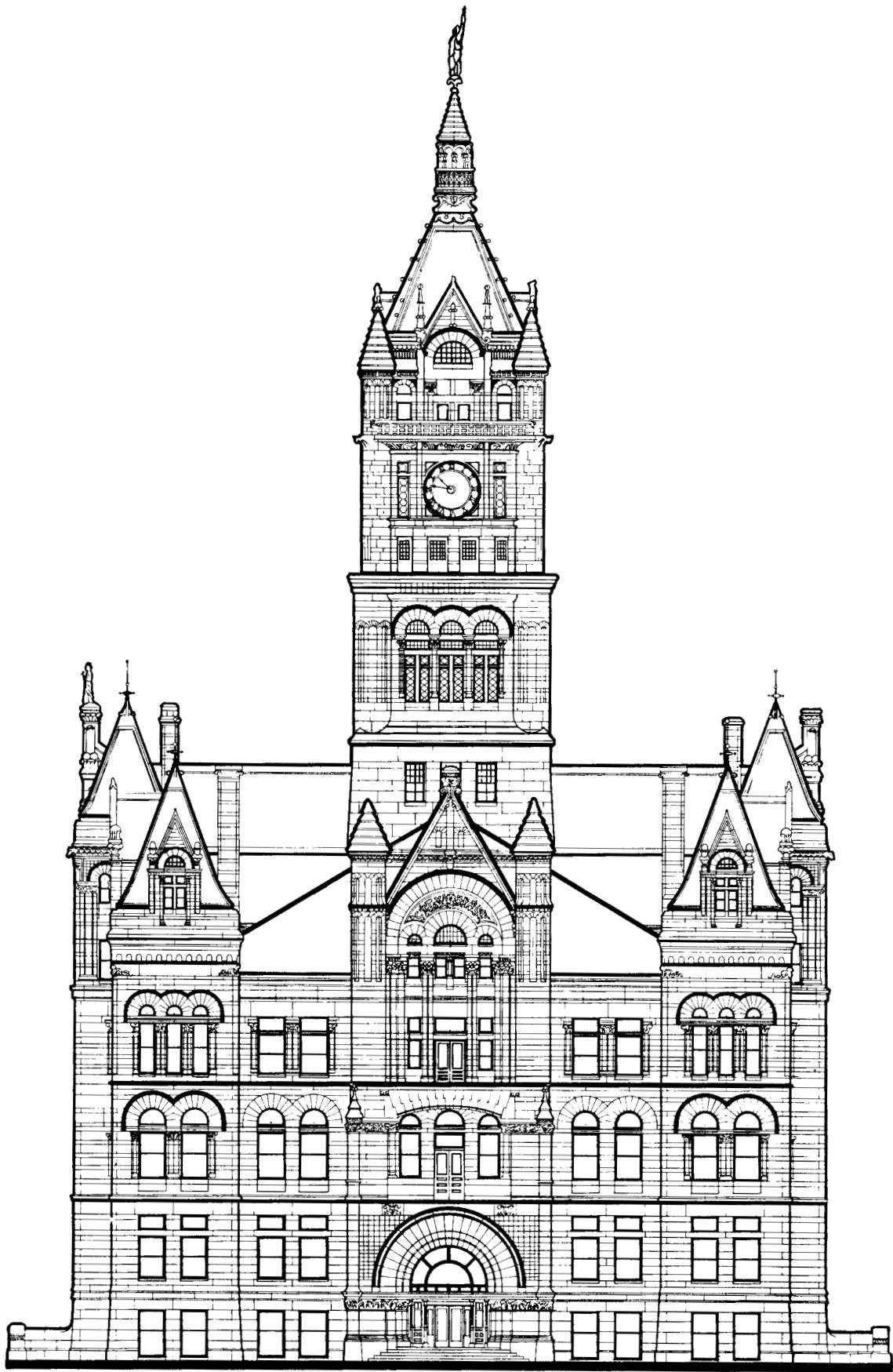
Photo by Roger Tuttle, Light Minded Photographic.

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Line Drawing City & County Building





Reading Packet



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 were offered at the City and County Building?

Salt Lake City citizens 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.

How is the Building Used Today?

Can you check out books in the City and County Building today? No, the city government is now so large that it needs all the 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.

The offices of many important city leaders are in the City and County Building. On your field trip, you will see the offices of the **city council** and the **mayor**. The city council is the **legislative** branch of Salt Lake City government. It passes all the laws for the city. The Council Chambers, where the city council meets, is the one room in the building that has been used for the same purposes since the building was constructed.

The mayor leads the **executive** branch. He or she puts the laws into action by assigning committees or departments to handle the needs of the city. It takes many different departments to make sure that the city runs well. You will pass offices for these departments on your tour.

Students: If you want to learn more about city government, ask your teacher to present *Lesson 5: Who Runs the City?*

Changes and Neglect

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

Imagine an office long ago. City workers didn’t use a lot of equipment. They had desks, chairs, and bookcases in their offices. Now, picture a modern office. Think of all the equipment used in offices today!

Over the years, the building became more crowded and less effective. People began to change 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 lost its majestic feel.



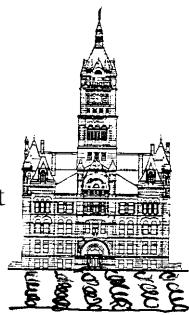
On the outside of the building, the carvings wore down and chunks of sandstone began to fall on the sidewalks. People worried that the building might collapse in an earthquake. Some people complained that the building was too **outdated** to represent the city.

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

Buildings need regular care too. No one spent the time and money needed to make important repairs to the City and County Building. By the 1980s the building was in bad shape.

Students: If you want to learn more about the importance of caring for resources, ask your teacher to present *Lesson 6: A Gift from the Past—Reflecting on the City & County Building*.

Reading Packet



The Big Debate

The City and County Building had reached a **crisis!** People had to decide whether to restore the building or to tear it down and construct a new one. Salt Lake City citizens debated what to do. Some people said that the building was too old and would cost too much to fix. Many people loved the old building and saw it as the symbol of the city. They argued that the building should be saved.



Mayor Ted Wilson encouraged **restoration** and appointed a **Restoration Committee** to develop a plan. The committee took a **poll** (or survey) to find out what citizens wanted. The poll showed that most people wanted to keep the building. Next the committee hired experts to study whether the City and County Building could be restored.

The experts found that the building could be saved at about the same cost it would take to build a new one. Their report also showed that the building could be made safer in an earthquake and that it would **function** well as a city hall when it was restored. Based on this information, the city council voted to restore the City and County Building.

Students: If you want to learn more about historic preservation and decision-making, ask your teacher to present *Lesson 3: Making Tough Choices*.

As Good As New

The restoration of the City and County Building took over two years. One goal of the project was to restore the majesty of the City and County Building. Outside the building the stonework was repaired.

Craftsmen made new carvings to replace the ones that had worn down.

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 years ago.

Making the City and County Building safer in an earthquake was another important goal of the project. Engineers decided to set the whole building on over 400 boxes called **base isolators**. Inside the boxes are layers of rubber and steel that act like a giant slinky. During an earthquake, the base 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 in the world to use base isolators. Engineers and architects come from all over the world to see it. You will see the base isolators in boxes beneath the building on your tour.

Students: If you want to learn more about the work of craftsmen at the City and County Building, ask your teacher to present *Lesson 9: Be a Craftsman!* If you want to learn more about base isolators, ask your teacher to present *Lesson 2: Rock, Rattle, & Roll—Preparing the City & County Building for an Earthquake*.



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

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.

Celebrate the City

The City and County Building restoration was completed in 1989. 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 got involved by giving



Reading Packet

tours of the building during the celebration. The people were **thrilled** to see the beauty of the City and County Building restored.

In cities throughout the world, the city hall and town square are the center of public life. The Salt Lake City and County Building has filled that role for over 100 years. Festivals and important announcements continue to be held here, bringing the people together.

After all the **controversy** that followed the City and County Building throughout its life, everyone agrees that it is a magnificent symbol of the city.

Rock, Rattle & Roll

Preparing the City & County Building for an Earthquake



Objectives

Students will:

- Investigate the effects of earthquakes on buildings.
- Simulate a base isolation system.
- Experiment with building strengthening techniques.
- Design an earthquake resistant building.

Setting the Stage

1. Show overhead of *Diagram of City and County Building in an Earthquake*.

Ask students: *What do you think is happening in this picture?* Discuss ideas.

2. **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 stay standing if it shook like this? Why or why not?*

3. **Explain:** Making the City and County Building safe in an earthquake was a major goal of the restoration project. It was a challenge for engineers and architects to find ways of making the historic City and County Building safer without ruining its historic features or spending too much money. The solution they came up with made the City and County Building famous around the world. We're going to make a simulation of a building in an earthquake to learn more about the City and County Building's earthquake protection system and the engineers' creative thinking.

Student Instruction

1. Construct a building of wooden blocks or paper cups on the cookie sheet (or shallow box). If using blocks, make your building fairly sturdy and three to four levels tall. If using cups, construct your building in the shape of a pyramid with a base about four cups wide and four cups deep.
2. Simulate an earthquake by shaking the cookie sheet back and forth. Students observe and discuss the effects of the earthquake on the building.
3. **Ask students:** *What could we do to make our building stronger in an earthquake?* Class brainstorms ideas.

Materials

Teacher Background Information 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)

Wooden blocks or 3 ounce (bathroom size) paper cups

50-100 marbles

A cookie sheet with raised sides or a shallow box, like the trays used for cases of soda cans

4-6 flat surfaces, such as cutting boards or pieces of cardboard

Paper, tape, paper clips, plastic straws

Optional: slinky

Core Curriculum Objectives

4th Grade
Social Studies
6040-0601

5th Grade
Science
3050-0103

Note: Fourth grade teachers can use this lesson as an introduction for comparing seismic activity and earthquake preparations in Utah and Japan to meet Social Studies Core Objective 6040-0702 (Compare the physical features and climate in Utah, China, and Asia). Engineers from Japan regularly tour the City & County Building to study its base isolation system.

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4. Explain: One way engineers strengthen buildings is by “tying” them together. They do this by strengthening the connections between the floors and the walls. This helps the floors and walls move together in an earthquake rather than shaking back and forth and crashing into each other.

5. Construct another building on the cookie sheet. This time, after completing each level, cut out a piece of paper slightly smaller than the size of that level. Set the paper over completed level and tape the edges to the blocks or cups. The paper will help tie the walls together.

6. Simulate an earthquake. Students observe the effects of the earthquake on the building and compare them to the effects of the earthquake on the unreinforced building.

7. Explain: When the City and County Building was restored, new concrete floors were installed and tied into the brick walls with big steel bolts to help strengthen the building. Engineers knew, however, that this wouldn’t be enough to prevent serious damage in an earthquake.

8. Explain: Engineers have developed many ways of making buildings stronger, like tying the building together and lining walls with concrete. In the 1980s, some engineers began to look at the problem in a new way. They realized the best solution was not just to strengthen a building, but to keep it from shaking so much. *Can you think of a system that would prevent a building from shaking in an earthquake?* Hint: Cars use a similar system to make the ride smooth for the people inside even when the road is bumpy. Class brainstorms ideas.

9. Explain: The City and County Building’s earthquake protection system is similar in many ways to the shock absorbers on a car. It is called base isolation. 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.)

10. Simulate base isolation. Put 50-100 marbles in the cookie sheet. Place a cutting board (or piece of cardboard) on top of the marbles. Construct an unreinforced building on the cutting board. Simulate an earthquake by shaking the cookie sheet gently and allowing the cutting board to “float” on top of the marbles. **Note:** You may want to practice at home to see how fast you can shake the cookie sheet without toppling the building.



11. Students observe effects of the earthquake on the base isolated building and compare to other simulations. **Note:** There are base isolation systems that use “ball bearings” like the marbles rather than “slinkies.” Both systems allow a building to move independently of the shaking ground.

Student Activity

- 1.** Divide class into groups of two or three students. Give each group an equal number blocks or cups, cutting board or piece of cardboard, and a variety of materials to experiment with in strengthening their buildings (i.e., paper, tape, paper clips, plastic straws).
- 2.** Instruct the groups to design a building they think will stand up in an earthquake. Students will construct their building on the cutting board or cardboard. Encourage students to experiment with different shapes of buildings and different strengthening techniques.
- 3.** Simulate an earthquake with each group’s building. Students observe which structure is the strongest and analyze why. **Ask students:** Based on our observations, which is stronger: a tall or short building? a wide or a narrow building? a building with a regular or irregular shape?
- 4. Ask students:** Are there any ideas that we discovered in our design exercise that could be applied to the City and County Building? Discuss.

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.

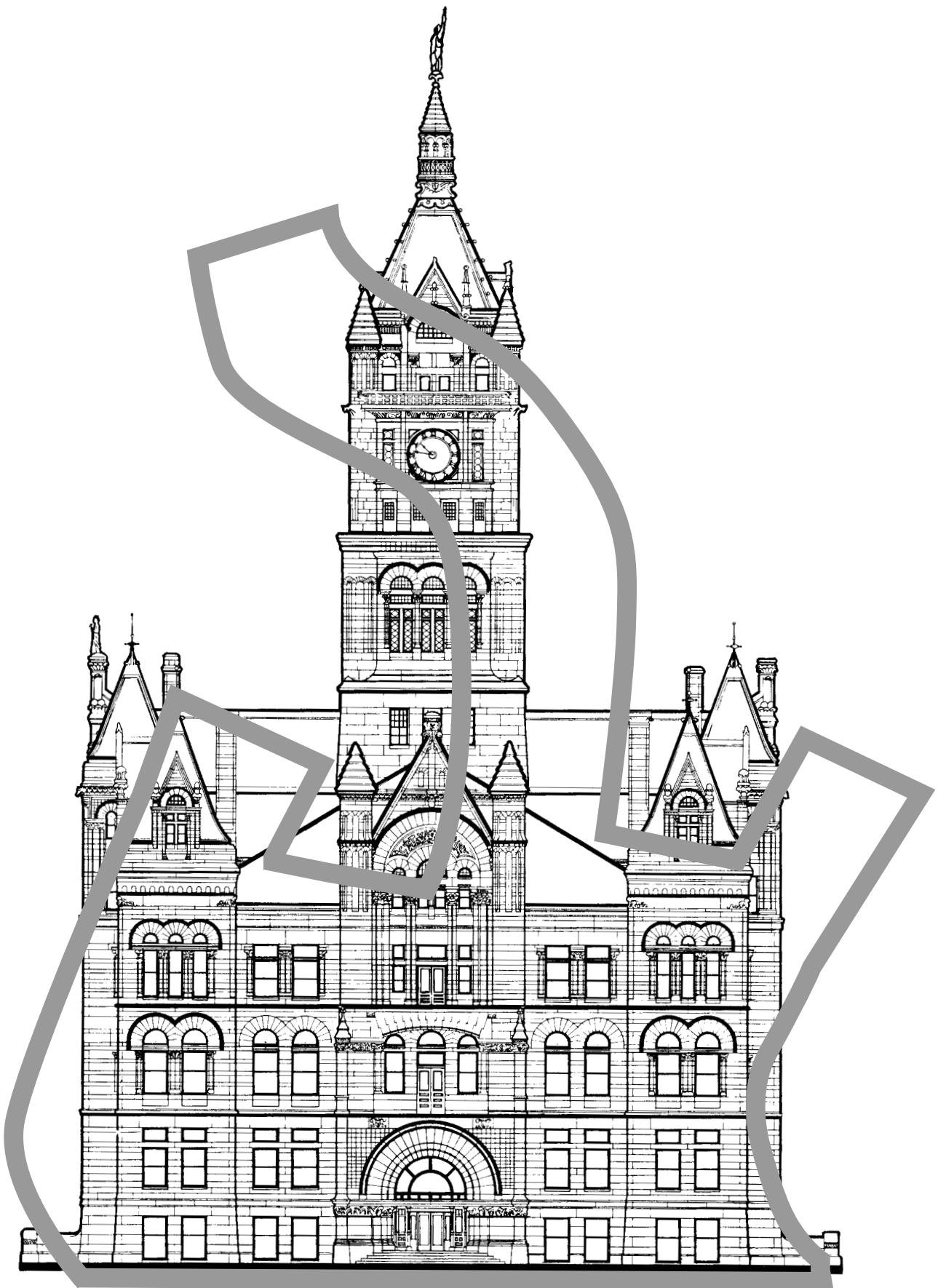
Because a building reinforced in a conventional manner is still rigidly attached to the ground, it can still suffer severe damage when the ground shakes violently during a major earthquake. In contrast, a base isolated building moves independently of the ground during a quake, swaying gently back and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

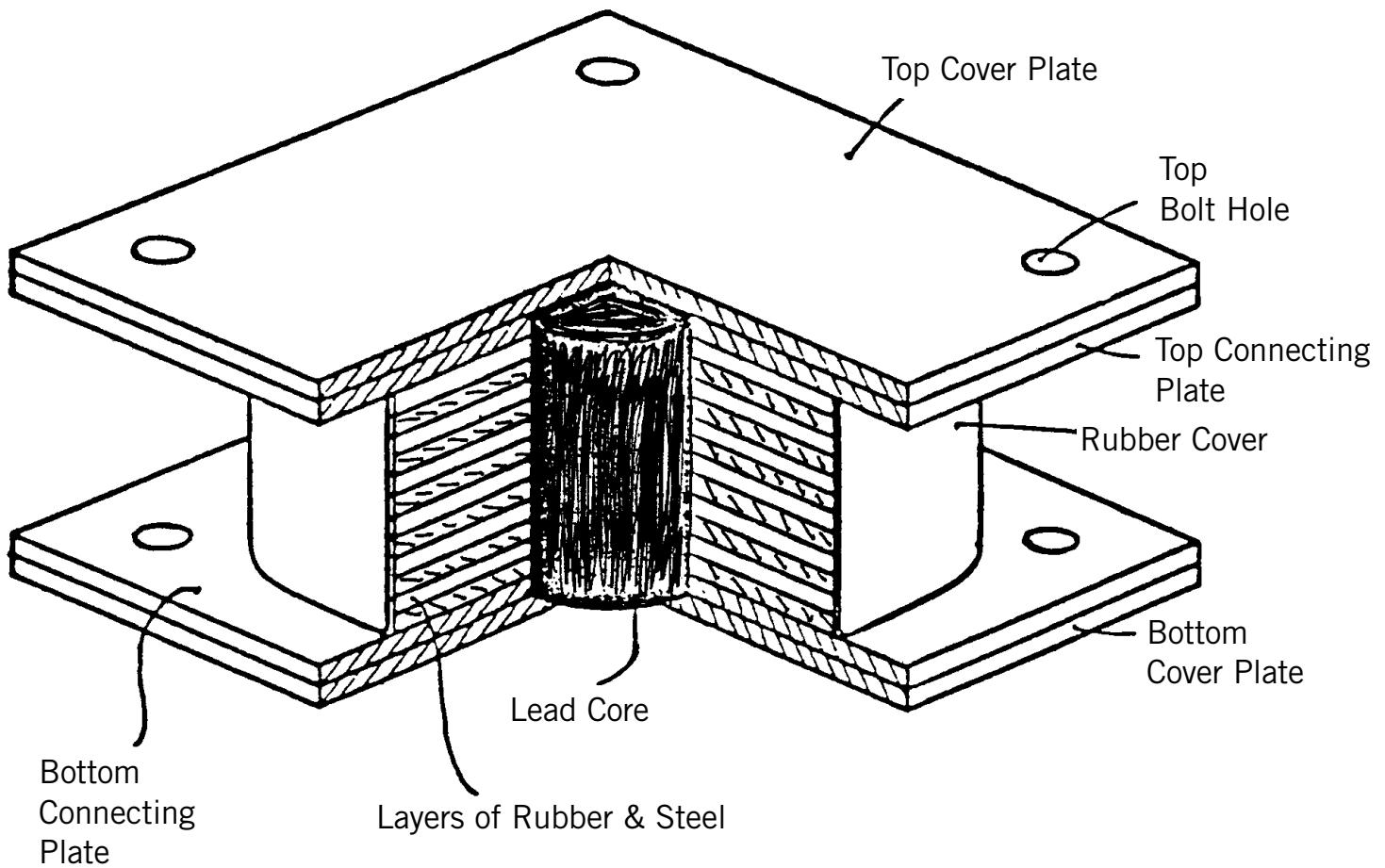
The City and County Building was the first historic building in the world to be placed on base isolators. Previous to this project, only one other building in the United States, a new structure, had been base isolated. Architects and engineers from around the world come to see the City and County Building.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

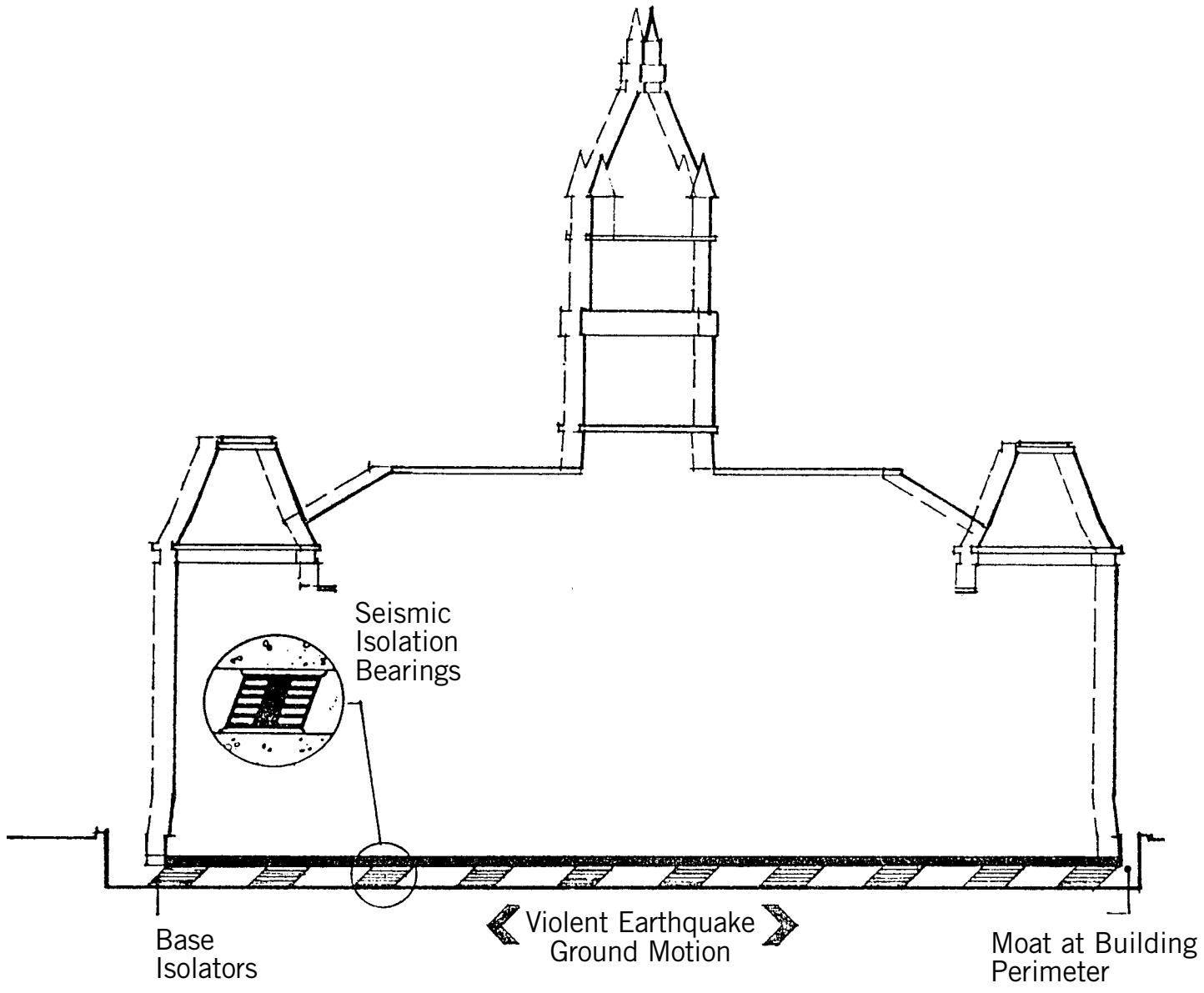


Diagram City & County Building in an Earthquake

2







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

Making Tough Choices



Objectives

Students will:

- Use critical thinking skills to discover and evaluate criteria used in making historic preservation decisions.
- Analyze how these criteria were applied to the City and County Building.
- Evaluate the values that lie behind the criteria.
- Develop decision-making skills by applying the criteria to historic buildings.

Setting the Stage

- 1. Ask students:** *Have any of you ever moved to a new home? Why? Have any of your parents remodeled or fixed up your home? Why?*
- 2.** Make a T-chart on the board. On one side write “Stay and Make Changes.” On the other side write “Move Away.” Ask students to list the reasons why people improve their home and stay, or decide it is not worth it and move away. Use the T-chart on the board to record student answers.

Student Instruction

- 1. Explain:** When public buildings, like the City and County Building, get old community leaders must consider issues similar to those facing a family.
- 2.** Have students refer to “Changes and Neglect” section of their *Symbol of the City Reading Packet*. **Ask:** *What happened to the inside and outside of the building over time? How did the building become outdated? What did city officials need to decide?*
- 3. Explain:** When people need to make a decision, they often use criteria questions. Criteria questions are like tests that help you figure out whether you can or should do something. For example, these are some of the criteria questions you could ask yourself if you wanted to decide whether or not to go sledding: Is there snow on the ground? Do I have a sled? Is there a hill nearby? Do I have a hat, jacket, and gloves? If you said “no” to any of these questions, you might decide not to go sledding.

Ask students to brainstorm questions that would help them decide whether or not to go swimming in a lake.

- 4. Explain:** City leaders use criteria questions when deciding whether or not to restore an historic building. These are some of the criteria questions they often ask.

Materials

- Teacher Background on Preservation Criteria
- Symbol of the City Reading Packet (from Lesson 1)
- Preservation Decision Criteria Student Handout (1 overhead and 1 copy per student)
- Building Stories 1-3 (Divide class into groups of three to five students. Each group receives a copy of one Building Story)

Core Curriculum Objectives

- 4th Grade**
Social Studies
6040-0402
Language Arts
4040-0902

- 5th Grade**
Social Studies
6050-0503
Language Arts
4050-1002

- Utah Life Skills**
Complex Thinking
Collaboration
Responsible Citizenship





Show the *Preservation Decision Criteria* overhead. Review each of the criteria and share background information. **Ask students:** Are there other criteria questions you think should be added to the list? Record and discuss student ideas.

5. Pass out copies of the *Preservation Decision Criteria Sheet*. Ask students to look at “The Big Debate” section of the *Symbol of the City Reading Packet* to answer the *Preservation Decision Criteria* questions for the City and County Building. Review student answers.

6. Explain: Values play an important role in decision-making. Depending on the values of city leaders and citizens, some criteria may be more important than others. Often leaders must try to balance competing values and develop creative solutions. As a class, identify the values that lie behind each criteria question. (For example: “The value behind the structural stability criteria is safety.”)

7. Ask students: What values do you think were important in the decision to restore the City and County Building? Would city leaders have made a different decision if they placed no value on community heritage? Why or why not?

Student Activity

1. Divide class into groups of three to five students. Give each group a copy of one *Building Story*. More than one group will be analyzing each *Building Story*. Explain that each group is to be a Restoration Committee like the one that studied the City and County Building.

2. Each group reads its *Building Story* and uses the *Preservation Decision Criteria* to decide what to do with the building. Group members should discuss the values they are using to make their decision. Each group prepares a short presentation for the class explaining how it used the *Preservation Decision Criteria* to reach a decision and the values that were most important to the group. Students listening to the presentations should imagine they are citizens of Springfield.

3. After the presentations, students acting as the citizens of Springfield vote to see what action the city should take on each building.

Extensions

Community Issues

Students identify historic buildings close to their school and discuss whether the buildings should be restored using the *Preservation Decision Criteria*.

Writing and Critical Thinking

Students write letters to local government officials stating their support for preservation of a local building and explain how it meets the *Preservation Decision Criteria*.

Preservation Decision Criteria

In this lesson, students will pretend to be members of a Restoration Committee advising a city government on preservation issues. Students will use a criteria matrix to develop their recommendations. The criteria matrix reflects the questions a city or county government might ask when deciding whether or not to restore a historic building it owns or could acquire. Students will use these criteria to evaluate Salt Lake City's decision to renovate the City and County Building and decide the fate of three imaginary buildings.

While this lesson is written from the viewpoint of a city government, private developers and preservation advocacy groups use similar criteria when evaluating historic buildings for renovation. There is, however, no standard formula for determining whether or not a building should be renovated. Each building and the circumstances surrounding it are different. The criteria questions will be of differing importance depending on the building and the values of the renovator.

Emphasize to students that the criteria matrix is not a rigid tool. Students may discuss how many criteria they think a building must meet before a city should restore it. Also, creative solutions can turn a "no" answer on a criteria question into a "yes." In Provo, for example, the city government is paying to build a new library inside the historic Brigham Young Academy building. A private, non-profit group has raised private funds to cover the difference in cost between constructing a new library and renovating the historic building.

To help students use the criteria matrix effectively, please review and discuss each of the questions prior to doing the activity. Following is some background information about the questions to share with students.

Is restoration affordable?

Affordability is, of course, relative. What is affordable for a large corporation is beyond the means of most individuals. When local governments look at affordability, they usually compare the cost of renovating a historic building to the cost of either new construction or buying a building that can meet the same need. Taxpayers expect governments to "get the most for their money." Therefore, governments usually pursue renovation when the costs are not significantly higher than constructing or buying a new building.

Is the building important historically or architecturally?

Local government leaders are more likely to preserve an historic building if it is historically or architecturally

important to the community. Architectural historians have developed guidelines for evaluating an historic building's significance. A building is considered historically significant if it: 1) is associated with an important person or event; 2) reflects important social, economic, or cultural trends; 3) or is a rare example of a type of building. A building is considered architecturally significant if it: 1) is associated with an important architect; 2) is an outstanding example of a particular style; or 3) is a rare or unusual example of a style.

Does the "use" fit in the building?

If not, can the building be changed so it does fit?

Local governments need buildings to serve specific "uses" or purposes (i.e., offices, courtrooms, recreation center, museum). If a historic building cannot accommodate the "use" which the government needs, or be adapted to accommodate this use, a local government is unlikely to renovate it.

Is the building structurally sound?

If not, can it be fixed?

A building's structural system is composed of the elements that keep it standing, such as the foundation, columns and beams, and load-bearing walls. If the structural system is damaged, the building may not be safe.

Is there public support for restoring the building?

Public support is particularly important if the government needs to have a bond election to cover the cost of renovation, as in the case of the City and County Building. Even when a bond is not necessary, a government is more likely to restore a building if the public voices strong support for the project.

Will restoring the building enrich the quality of life in the community?

Historic buildings can enrich the quality of life in a community in many ways. Historic buildings help establish a unique identity or "sense of place" for a community. They make us feel like we live in a special place rather than just any place. Historic buildings also help build a sense of community by connecting people to their shared heritage. They remind us of the aspirations of the people who lived here before us and their commitment to leaving a legacy for future generations. Some historic buildings, like the City and County Building, even become symbols of a community, its history, and its values.

Preservation Decision Criteria

Preservation Criteria Questions	YES	NO
Is restoration affordable?		
Is the building important historically or architecturally?		
Does the “use” fit in the building? If not, can the building be changed so it does fit?		
Is the building structurally sound? If not, can it be fixed?		
Is there public support for restoring the building?		
Will restoring the building enrich the quality of life in the community?		

Here is a short description of an historic building in the imaginary city of Springfield. You are a member of the Springfield Historic Building Committee. Your job is to examine the facts about the building and then use the Preservation Decision Criteria to decide whether or not the Springfield city government should restore the building. Discuss your ideas and values with the other members of your committee and reach an agreement about what Springfield should do. Then prepare a short presentation for your class explaining how you reached your decision.

Grand Theater

Grand Theater was the very first theater built in Springfield. It was designed by H. J. Simpson, the city's most famous architect. When it was first built, the theater had beautiful decorations both inside and outside. Many people have fond memories of going to a play, ballet, or opera at the Grand.

Today the Grand Theater is run down. The building was remodeled several years ago. Many of the beautiful historic decorations were covered up or removed. The people who own the building want to sell it. The price is low because the building does not look good.

The city government of Springfield needs a theater where actors, dancers, and singers can rehearse and perform. Some city leaders think Springfield should build a new theater. Others think the city should buy the Grand Theater and restore it. City leaders hired a team of experts to study these two possibilities.

The experts' report said buying the Grand Theater and restoring it will cost just a little more than building a new theater. The report also said that while the Grand looks run down, the structural system is in good shape. As part of their report, the experts took a poll of Springfield citizens. Over 70% of the people surveyed want the city government to restore the Grand Theater.

What should Springfield do?

Preservation Criteria Questions	YES	NO
Is restoration affordable?		
Is the building important historically or architecturally?		
Does the "use" fit in the building? If not, can the building be changed so it does fit?		
Is the building structurally sound? If not, can it be fixed?		
Is there public support for restoring the building?		
Will restoring the building enrich the quality of life in the community?		

Here is a short description of an historic building in the imaginary city of Springfield. You are a member of the Springfield Historic Building Committee. Your job is to examine the facts about the building and then use the Preservation Decision Criteria to decide whether or not the Springfield city government should restore the building. Discuss your ideas and values with the other members of your committee and reach an agreement about what Springfield should do. Then prepare a short presentation for your class explaining how you reached your decision.

Firehouse Number 10

Firehouse Number 10 is a simple, small, red brick building. It is the oldest fire house left in Springfield. It was built in the days when horses pulled the fire engine.

Today, firefighters have advanced equipment for putting out fires. The new equipment, however, won't fit in Firehouse Number 10. The firemen must leave their big fire engine outside. It is still very crowded inside because there are twice as many firemen today as when the old firehouse was built.

There is another problem with the old firehouse. It was not built to support the heavy equipment that is in it now. The building's foundation is sinking and some of the walls are shifting and cracking.

The firemen have asked Springfield city leaders to build them a new firehouse. They say they need a new building to do their job properly. Moreover, an architect's report shows that building a new firehouse is much less expensive than building an addition to the old firehouse and fixing its foundation.

At a public meeting held to discuss the problem, almost everyone spoke in favor of building a new firehouse. Several people suggested selling the Firehouse Number 10 and building the new firehouse somewhere else rather than tearing the old firehouse down.

What should Springfield do?

Preservation Criteria Questions	YES	NO
Is restoration affordable?		
Is the building important historically or architecturally?		
Does the "use" fit in the building? If not, can the building be changed so it does fit?		
Is the building structurally sound? If not, can it be fixed?		
Is there public support for restoring the building?		
Will restoring the building enrich the quality of life in the community?		

Here is a short description of an historic building in the imaginary city of Springfield. You are a member of the Springfield Historic Building Committee. Your job is to examine the facts about the building and then use the Preservation Decision Criteria to decide whether or not the Springfield city government should restore the building. Discuss your ideas and values with the other members of your committee and reach an agreement about what Springfield should do. Then prepare a short presentation for your class explaining how you reached your decision.

Central School

Central School has bright, sunny classrooms with tall windows and high ceilings. The school is the best example of the “Art Deco” style of architecture in Springfield. It also has an interesting history. The city built the school during the Great Depression. The construction project provided jobs for people in Springfield. The school is a good reminder of what life was like during the Depression.

Although still a beautiful building, Central School has some problems today. First, it is too small for the number of students that go there now. Many students have classes in trailers behind the school. Second, the building is not wired for computers or the internet. Third, some people worry the school would not be safe in an earthquake.

Springfield city leaders are deciding what to do with Central School. An architect’s report shows that the school can be updated for computers and the structural system can be improved to make it safer in an earthquake. A new addition can be built on the back of the school so all the students will have classrooms. It will cost about \$1.25 million to renovate Central School. It will cost about \$1 million to build a new school.

The citizens of Springfield are divided on the school issue. Half say the school is an important part of the city’s heritage and should be saved. They also say a new school would not be as beautiful as Central School. The other half of the citizens say it will cost too much to save Central School. The city has many other projects that need money. The city shouldn’t spend so much on the school.

What should Springfield do?

Preservation Criteria Questions	YES	NO
Is restoration affordable?		
Is the building important historically or architecturally?		
Does the “use” fit in the building? If not, can the building be changed so it does fit?		
Is the building structurally sound? If not, can it be fixed?		
Is there public support for restoring the building?		
Will restoring the building enrich the quality of life in the community?		

Symbolism at the City & County Building



4

Objectives

Students will:

- Explore the concept of symbolism.
- Observe carvings and sculptures from the City and County Building.
- Discover that carvings and sculptures can be symbols.
- Design a sculpture to relate a concept or tell a story.

Setting the Stage

1. Show *Familiar Symbols Handout* overhead. **Ask students:** What do these pictures mean? How do you know? Explain that pictures can be used to represent ideas or stories.
2. Write the word symbol on the board. **Explain:** A symbol is an object, picture, or idea that stands for something else. When we see a red light, we know that cars should stop. That red light is a symbol.

Student Instruction

1. **Explain:** The City and County Building has many carvings and sculptures that are symbols. Some of the carvings represent aspects of life in Utah. The statues are symbols of the values or ideas important to the people who built the building.
2. Ask students to turn to the *City and County Building Carving* on page 6 in their *Symbol of the City Reading Packet*. Students review the symbols in this carving and how they represent life in Utah.
3. Pass out *Carvings Photo* to each student. Students read the information on the sheet and identify each carving. **Ask students:** How do these carvings help tell Utah's story? Do they make the City and County Building special? Why or why not?
4. Pass out the *Statues Photo*. Students read the information. As a class, briefly review the symbolic significance of each statue and the items she holds to insure student comprehension. **Ask students:** Why do you think architects chose these statues for the City and County Building? Are they good symbols to have on a city hall?

Materials

Familiar Symbols
(1 overhead)

Symbol of the City Reading
Packet (from Lesson 1)

Carvings Photo
(1 per student)

Statues Photo
(1 per student)

Drawing Materials

Core Curriculum Objectives

4th Grade
Social Studies
6040-0102
6040-0202
6040-0203

Visual Arts
1040-0301
1040-0302
1040-0401
1040-0403

5th Grade
Visual Arts
1050-0301
1050-0302
1050-0402
1050-0403

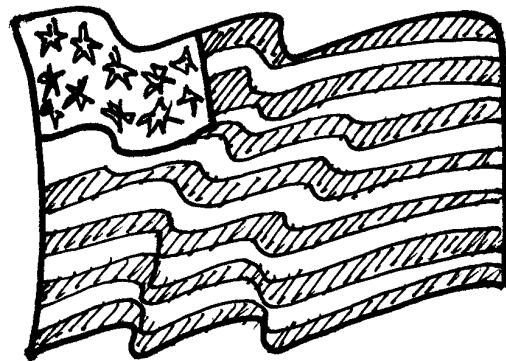
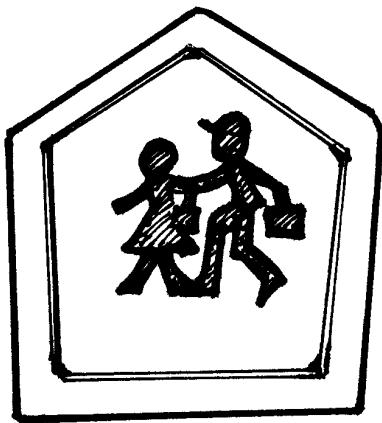
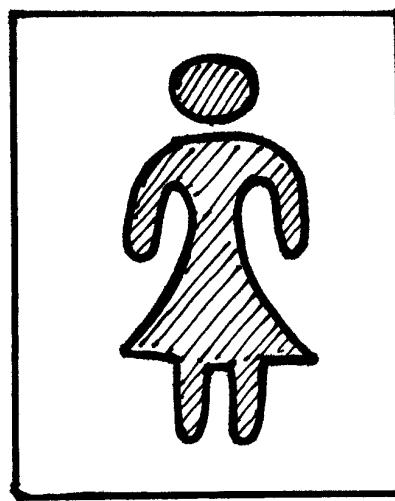
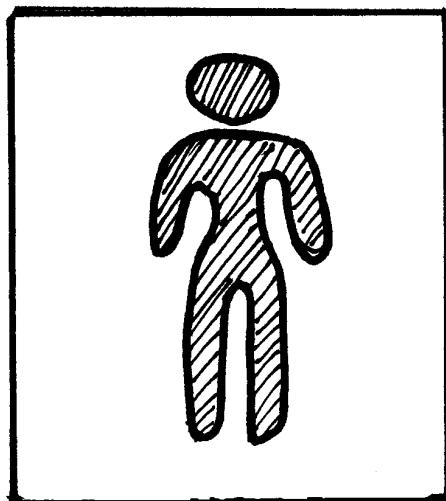
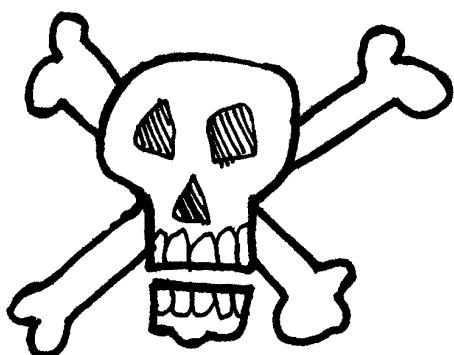




5. Remind students that the City and County Building itself is a symbol of Salt Lake City. **Ask students:** *Why do you think the City and County Building became a symbol of the city?*

Student Activity

1. Ask students to consider the changes in Salt Lake City over the past 100 years. For example, the population could no longer be represented by farmers and miners. Other important industries, technology, and events have changed Salt Lake City in many ways. As a class, brainstorm a list of things that represent life in Salt Lake City today. Give some examples, such as: People visit Salt Lake City to ski. The city is the hub for Delta Airlines. The city has light rail. Many technological companies are based in the area. The city is the host of the 2002 Olympics.
2. Ask students to design a statue that represents Salt Lake City today. Students may wish to study the newspaper for a few days to get ideas. The statue will hold objects in its hands that relate to what it symbolizes. Students will write the name of their statue on their drawing. Students may wish to trace the statues found in the lesson to get an outline for their own drawing.



Symbol of the City
The City & County Building Teacher's Guide



Photo Carvings

There are many stone carvings on the City and County Building. Some of the carvings tell the story of Utah's people and natural environment. Find the face of an Indian chief, a Spanish explorer, and a pioneer woman on this page. **What carvings of animals do you see?**



Some people think this carving is a sea monster from Lake Bonneville.

What do you think?



Photos by Brian Griffin, Griffin Photo Design.

Five statues of women stand on top of the City and County Building. They are symbols of values or ideas important to the people of Salt Lake City when the building was built. Each statue holds something that helps explain what she stands for.



Columbia

The statue on top of the clock tower is *Columbia*. *Columbia* was a popular symbol for the United States of America in the 19th century just as Uncle Sam is a popular symbol for America today. In one hand she holds a torch to represent the “light” of knowledge. In the other, she holds a staff with a dove to represent peace.



Liberty

Liberty stands on the north side of the building. She holds a shield and sword to defend freedom.



Justice

A statue of *Justice* stands on the south side of the building. *Justice* holds scales to show balance and fairness. She also holds a sword to defend the laws.



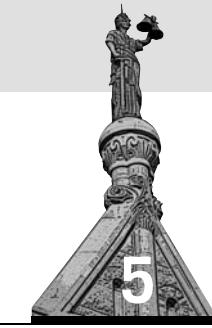
Commerce

The statues on the east and west of the building are called *Commerce* which means trade between people or cities.

Look for a statue of Commerce on your tour and find out what she is holding.

Columbia, Liberty, and Justice by Brian Griffin, Griffin Photo Design. Commerce by Roger Tuttle, Light Minded Photographics.

Who Runs the City?



Objectives

Students will:

Recognize the City & County Building as headquarters for Salt Lake City government.

Locate the mayor's 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. Ask students about the government of the United States. *Where is the nation's capitol? What building are all the laws for the country made in? Who leads the national government?*

2. Explain: Salt Lake City has government leaders too. The “Congress” for Salt Lake City is called the city council. The “President” of the city is called the mayor. And just as the United States has a capitol building where laws for the country are made, Salt Lake City has a city hall where laws for the city are made. We'll be seeing the headquarters of Salt Lake City government on our tour of the City and County 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 *City Government Leader Job Descriptions Handout*. Review the responsibilities of the mayor and city council members with students.

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)

City 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

4th Grade
Social Studies
6040-0301
6040-0402

Language Arts
4040-0902

5th Grade
Social Studies
6050-0502
6050-0503

Language Arts
4050-1002

Utah Life Skills
Responsible Citizenship

Symbol of the City
The City & County Building Teacher's Guide





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 is. 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

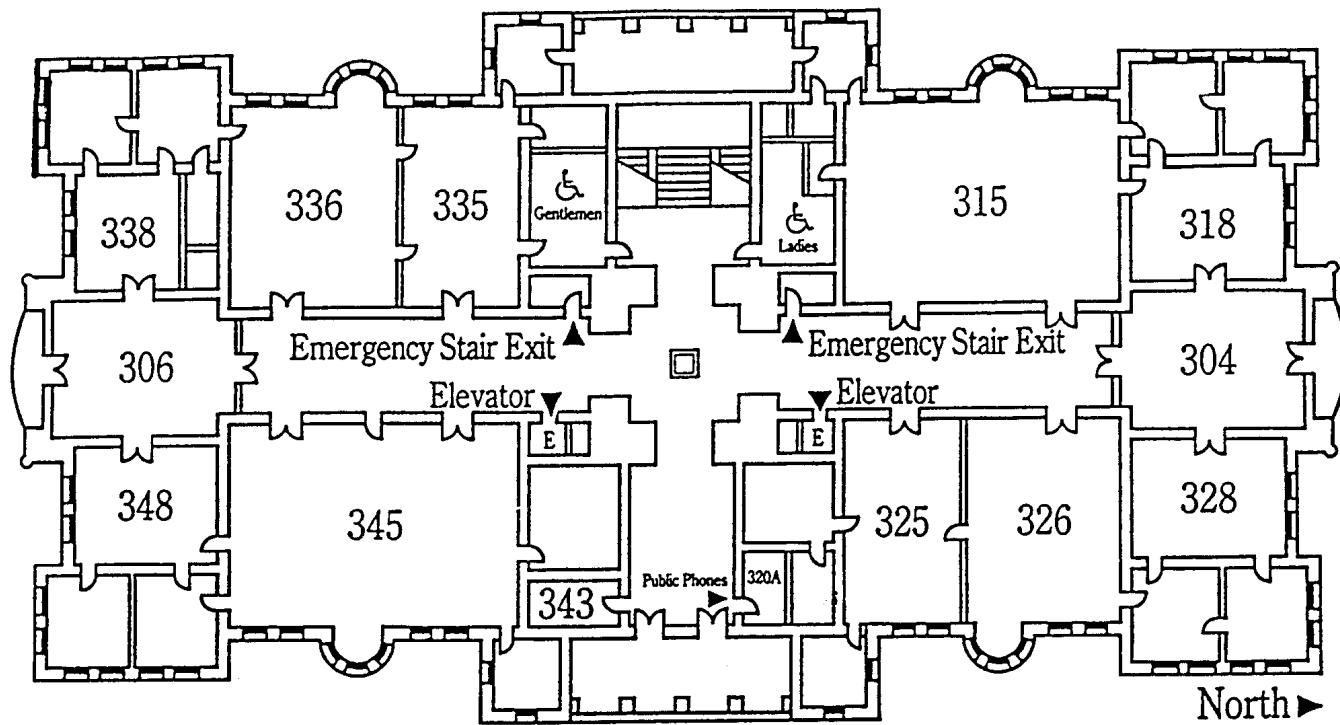
Students may identify their council member and interview him/her regarding neighborhood issues.

Careers

Students might discuss jobs within the city as possible career choices.

Resources

For additional information of 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.

Each member represents a different part of the city, called a district. The council members are elected by the people who live in their districts.

The city council meets 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.

Once the city council has heard citizens' opinions on an idea for a new law, it votes to approve the law or reject it. If the law is approved, everyone in Salt Lake City must obey it.

The Mayor

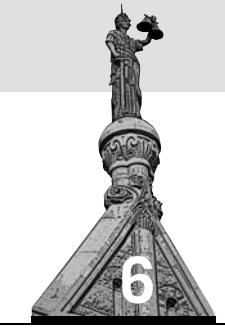
The mayor is like the President of Salt Lake City. He or she is elected by all the citizens of the city. The mayor's job is to put into action the laws passed by the city council. Many city departments help the mayor with this job. For example, if the council passes a new traffic law, the mayor instructs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

The mayor also makes sure the city government provides services to keep citizens safe and healthy. Again, many city departments help with this job. For example, the water department brings clean water to all buildings in the city. The sanitation department picks up trash and recycling each week.

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

A Gift from the Past

Reflecting on the City & County Building



6

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.
- Write an editorial about the impact of demolishing the City and County Building.

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.** Inadvertently break the heirloom during the course of your story.
- 3.** Ask students to share their feelings about the loss of the heirloom. After discussion, reveal that the item was not really a family heirloom. Ask students if they have family heirlooms that connect them to their past.
- 4. Ask students:** *If this really had been an heirloom, would its loss matter to people outside my family? What might we have learned about life long ago from this “heirloom?”*

Materials

An expendable china cup or other fragile object

City and County Building Quotes
(1 overhead)

Core Curriculum Objectives

4th Grade
Social Studies
6040-0401
6040-0402
Language Arts
4040-0601

5th Grade
Social Studies
6050-0503
Language Arts
4050-0601

Utah Life Skills
Responsible Citizenship

Symbol of the City
The City & County Building Teacher's Guide





Student Instruction

1. 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 connect us to Utah's past? How does it make Salt Lake City a better place to live? What is important about the building to you?
2. Show overhead of *City and County Building Quotes*. Select students to read quotes to the class. As a class, discuss what they mean.
3. **Ask students:** 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? 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?
4. Ask students to think of other historic buildings in the community and list them on the board. **Ask students:** Are these historic buildings gifts from the past, too? How do they connect us to the past? Do they make our city a better place to live? Why or why not? Do citizens have a responsibility to take care of these buildings?
5. Write the word "stewardship" on the board. **Explain:** There is a word for the idea that we have a responsibility to care for things and pass them on to future generations. That word is "stewardship." Stewardship can apply to many things besides historic buildings.
6. Ask students to think of other resources that need wise stewardship and list them on the board. (i.e., water, wilderness, open space, works of art.) **Ask students:** What will be the consequences if we are not wise stewards of the resources entrusted to us? Can these resources be replaced?
7. **Ask students:** What values and principles do good stewards use to guide their actions?

Student Activity

Tell students: Imagine it is 1985 and Salt Lake City officials have decided to demolish the City and County Building rather than restore it. You are a newspaper reporter assigned to cover the story. You watch the building being torn down and talk to the people in the crowd about their feelings about the demolition. Write an editorial for the paper describing what the demolition of the City and County Building means for the people of Utah. Explain how you think people in the future will view the decision to demolish the building.



Extensions

- As a class, explore how the concept of stewardship applies to resources in your community. Find out what actions each citizen can take to be a wise steward.
- Take students on a walking tour of the neighborhood around your school. Identify all the places that might be considered gifts to the community. Notice parks, open spaces, historic buildings, interesting new buildings, public art, etc. After returning to the classroom, students discuss the places they identified and why they might be considered gifts. **Ask students:** Will these places be valued by future generations?
- Take students on a walk around the school interior, school campus, and/or the surrounding neighborhood. Students list any signs of disrespect or neglect they see. Look for graffiti, broken trees, damaged property, etc. After returning to the classroom, students discuss how the examples of disrespectful behavior they saw impact the community. Assign students to design a public awareness campaign aimed at improving respect for public and private property in the community. Students write and perform a speech, newscast, or radio talk show dealing with the issue. Students also design a billboard promoting respect for “Gifts from the Past” or “Gifts to the Future.”
- 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*

City County Building Quotes

Cornerstone Ceremony

July 25, 1892

“ The City and County Building is a living memorial of our progressiveness and enterprise, of our character and history.”

—**Judge George Bartz**

Dedication Ceremony

December 28, 1894

“ Salt Lake City will continue to produce fine buildings, but none upon which a people will look with greater pride.”

—**Judge Jacob Blair**

“ As a citizen, I say all honor to the men who conceived the idea of erecting this structure in the heart of so beautiful a city; all honor to the taxpayers of a city who, when depression hung like a pall over them, bore their part without a complaint.”

—**LDS Church President Wilford Woodruff**



It Happened at Washington Square



7

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.

Materials

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

Art materials

Core Curriculum Objectives

4th Grade
Social Studies
6040-0101
6040-0202
6040-0203

Language Arts
4040-0902

5th Grade
Language Arts
4050-1002

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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 in the 2002 Olympic announcement was made 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.

Photo 1 It Happened at Washington Square

7

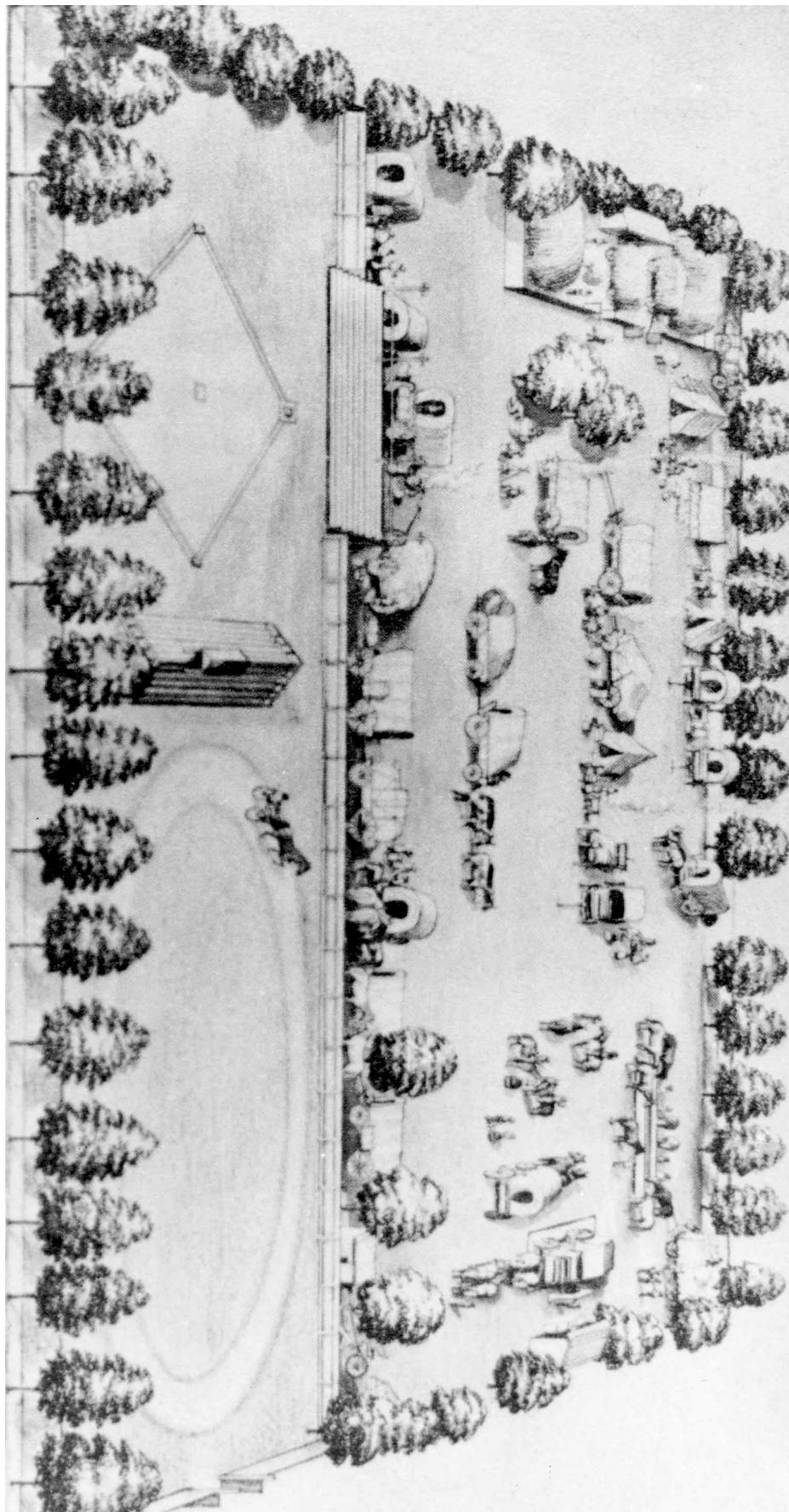
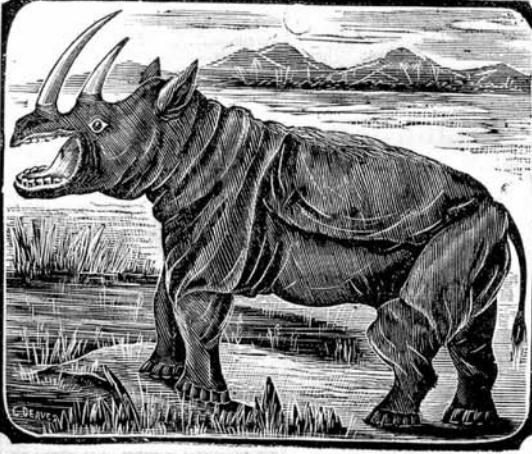




Photo 3 It Happened at Washington

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



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,
 —o—
 Brilliantly Equipped, and Larger Than Ever.
 New Managerie, New Circus, New Canvass, New Wardrobe,
 In fact Everything New and Georgeous.

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 HORNEO HORSE!
 These Marvels of the Animal Kingdom are Alive and upon Exhibition 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.

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 4 It Happened at Washington Square 7



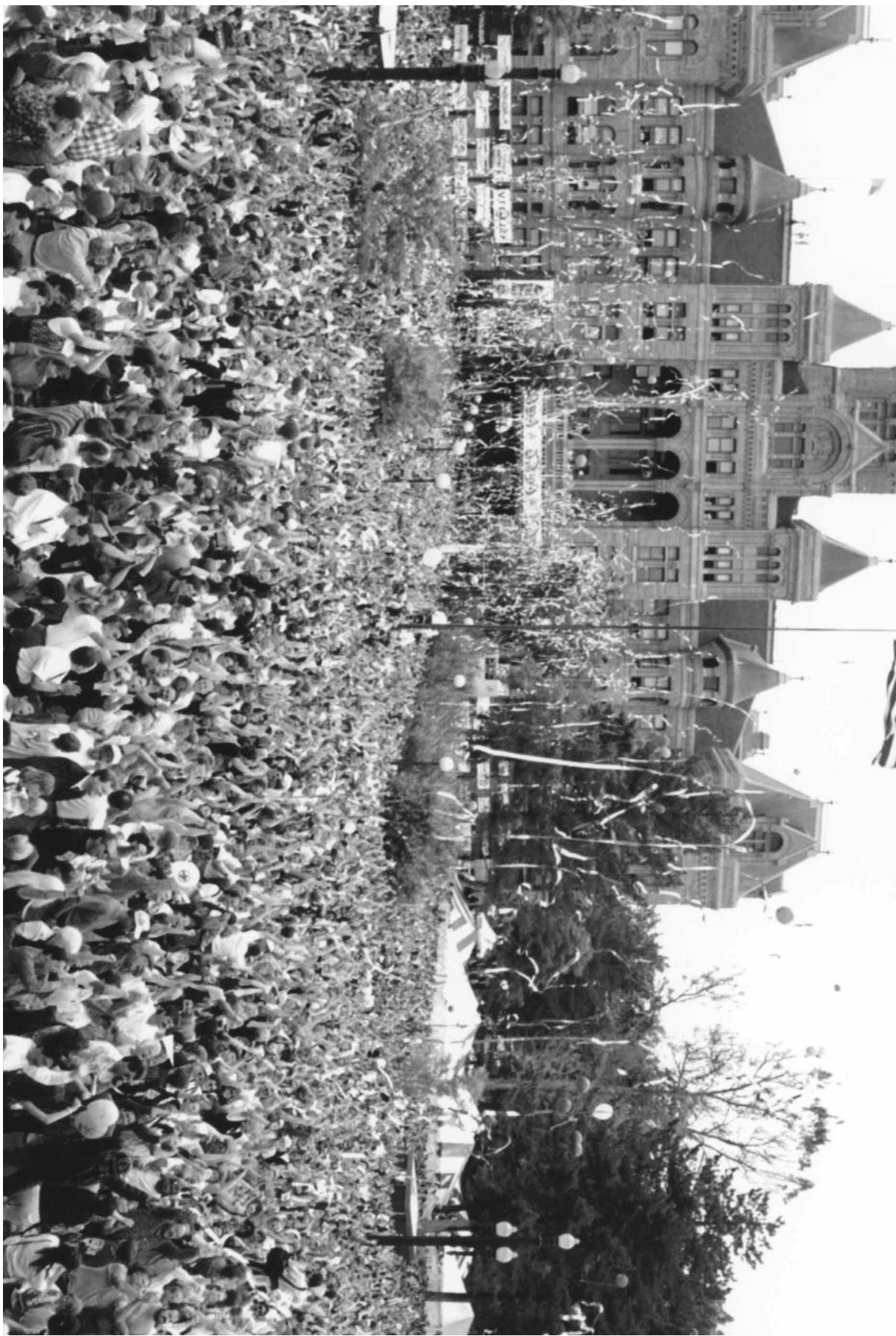


Photo by Ryan Miller. Used with permission of *The Salt Lake Tribune*.

Photo 6 It Happened at Washington Square

7



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 arriving in 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 continuing their trip.

The arrival of a wagon train of new settlers was an exciting event in Salt Lake City. City residents gathered at Washington Square to greet the tired travelers. Bands played, children sang, flags waved, and everyone enjoyed a welcoming feast.

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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. Salt Lake City residents loved baseball. The city had 17 semi-professional baseball teams. Baseball practices or games were going on at Washington Square almost everyday from April to October.

Often crowds of 5,000 people—almost 1/4 of the city's population—came to watch the games. People had fun cheering for their favorite teams. A few people complained, though, that baseball led to "loud and improper behavior." They asked the city council to ban baseball 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 big tents in Washington Square. The circus started with a 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 particularly 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 performed on the building's west steps on Sunday afternoons. 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! When the official announcement was made, the City and County Building was lit up with tiny white lights. An explosion of 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 simulator 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 Salt Lake City residents from many different cultural backgrounds. People learn more about their neighbors by sharing their cultural traditions.

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



8

Who is Richardson & What is Romanesque?

Objectives

Students will:

- Review architectural terms.
- Compare four Richardsonian Romanesque buildings in Utah.
- Identify the defining features of this style.
- Compare and contrast this style with familiar architecture in the community.
- Create their own Richardsonian Romanesque style building.

Setting the Stage

1. Pass out *Architectural Elements Handout* to each student and show the overhead. Give students time to match the terms and architectural elements. Review the activity with the class.
2. Explain that architects use these and other elements to create the look they want while designing a building.

Student Instruction

1. Pass out *City and County Building Photo* to each student. Ask students to use their *Architectural Elements Handout* to help them identify architectural elements found on the City and County Building. List all the elements noticed by students on the board.
2. Assign each student a partner. Pass out the *Richardsonian Romanesque Building Photos* to each student. Ask students to look at this sheet and compare these buildings with the City and County Building. With their partners, students identify as many ways as they can that these buildings are alike. Encourage students to think broadly. Discuss student findings as a class.
3. Explain that all these buildings are designed in a style called Richardsonian Romanesque. Share background information about Richardsonian Romanesque architecture.
4. Take students on a walk outside the school. Ask students to look at the design of the school and the homes or buildings that surround it. Students will identify any architectural elements from the *Architectural Elements Handout* on these buildings. Students should also note the materials they are made of, their size and shape, and any other important features.

Materials

Teacher Background on Richardsonian Romanesque

Architectural Elements Handout (1 copy per student and 1 overhead)

City and County Building Photo (1 copy per student)

Richardsonian Romanesque Building Photos (1 copy per student)

Symbol of the City Reading Packet (from Lesson 1)

Drawing materials

Core Curriculum Objectives

4th Grade
Social Studies
6040-0202

Visual Arts
1040-0201
1040-0202
1040-0301
1040-0302
1040-0401

5th Grade
Visual Arts
1050-0201
1050-0202
1050-0301
1050-0302
1050-0401

Utah Life Skills
Responsible Citizenship

Symbol of the City
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5. After returning to the classroom, ask students to compare and contrast Richardsonian Romanesque architecture with the buildings in your neighborhood. **Ask students:** *What does the Richardsonian Romanesque design remind you of? What words would you use to describe it? Would it be a good style for your home? Why or why not? Is it a good style for a city hall like the City and County Building? Why or why not? What types of buildings would Richardsonian Romanesque be a good style for? Why?*

Student Activity

1. Pass out drawing paper.
2. Ask students to turn to the *City and County Building Line Drawing* on page 7 of the *Symbol of the City Reading Packet*. Using this drawing as a model, students draw their own Richardsonian Romanesque building. They may wish to use trace architectural elements from the *Architectural Elements Handout* or use features found on other Richardsonian Romanesque buildings.
3. Students decide how their building will be used. Explain that if they decide to use carvings or statues, these features will vary according to the use of the building. Students will write the name of their building on their drawing.



Richardsonian Romanesque Architecture

Henry Hobson Richardson (1838-1886) was one of America's most important architects. He was born to a wealthy plantation family in Louisiana and graduated from Harvard in 1859. Because there were no schools of architecture yet in the United States, he went to Paris to study architecture at the prestigious Ecole des Beaux-Arts. He was only the second American to study there.

Richardson returned to the United States after the Civil War and set up an office in Boston. His firm was growing at a moderate rate when his competition-winning design for the Trinity Church in Boston propelled him to architectural fame in 1872. With one successful design after another, Richardson became America's leading architect in the 1870s and 1880s. Some of his notable works include the Marshall Field Wholesale Store in Chicago, the Albany City Hall in New York, Sever Hall at Harvard University, the Allegheny County Courthouse and Jail in Pittsburgh, and the New York State Capitol.

Richardson developed a distinct style which has become known as Richardsonian Romanesque. He borrowed ideas from a number of sources, including the Romanesque buildings of 11th and 12th Century France. These French buildings were inspired by the

architecture of ancient Rome. The defining features of Richardsonian Romanesque include:

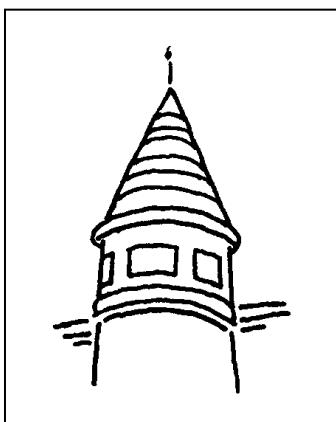
- *rounded arches above windows, porches, or entryways which often rest on columns or piers;*
- *walls of rough-cut stone;*
- *often two or more colors or textures of stone;*
- *deeply recessed windows;*
- *towers topped with finials and/or knobs;*
- *columns with a smooth shaft and ornamented capitals;*
- *ornamental carving.*

Richardsonian Romanesque buildings have a massive, imposing, stately presence. The one word most often used to describe this style is "heavy." Perhaps for this reason, Richardsonian Romanesque was particularly popular for civic buildings and churches. Relatively few houses were designed in this style, in part because the stone construction was expensive.

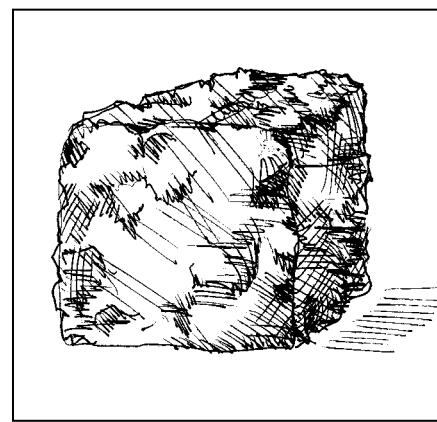
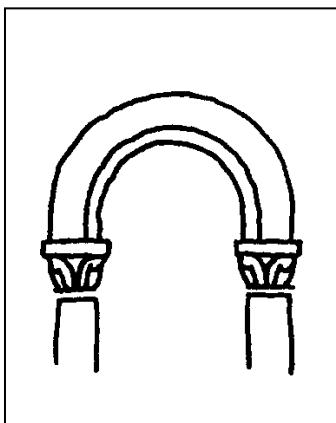
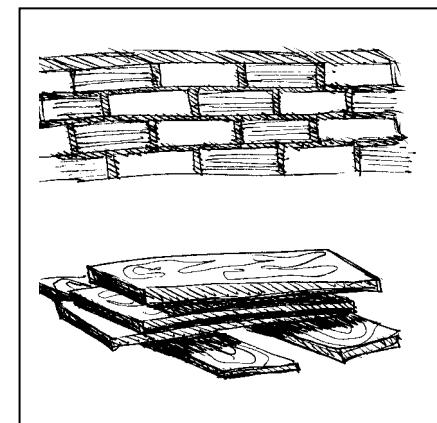
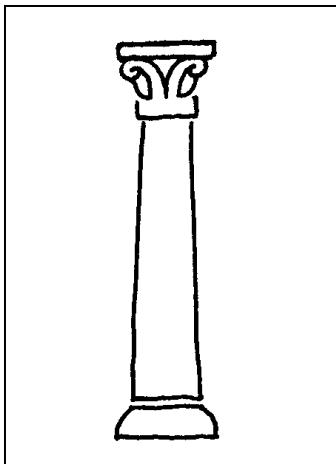
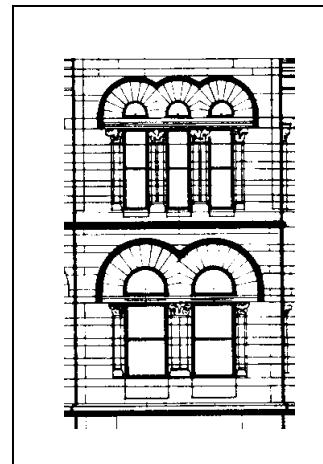
For more information and photos see "A Digital Archive of American Architecture" at www.bc.edu/bc_org/avp/cas/fa267/hhr.html



Architectural Elements

**Directions:**

Draw a line from each word to its matching picture.

**Materials****Arch****Texture****Column****Pattern****Turret**

Symbol of the City

The City & County Building Teacher's Guide



Photo City & County Building

Photo by Roger Tuttle, Light Minded Photographics.





Top: Utah Heritage Foundation photo.



Photo on left:

Odd Fellows Hall, 39 Market Street, SLC

Photo above:

Commercial Block, 25 East 200 South, SLC

—now demolished—

Photo below:

Brooks Arcade, 300 South State Street, SLC





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 *Carvings, Statues, Gargoyles and 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

Carvings Photo and Statues
Photo from Lesson 4 on pages 30, 31 (1 overhead)

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

Floor Tile Photo
(1 overhead)

*Option 1:
Gargoyles*

Mix-and-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.

*Option 2:
Mosaic Floor Tile Design*

Floor Tile 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

4th Grade
Social Studies
6040-0202

Visual Arts
1040-0101
1040-0102
1040-0302
1040-0401

5th Grade
Visual Arts
1050-0101
1050-0102
1050-0103
1050-0402

Symbol of the City
The City & County Building Teacher's Guide





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 parts on 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*.
2. **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.

3. Distribute copies of *Floor Tile 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.)



Photos by Brian Griffin, Griffin Photo Design.

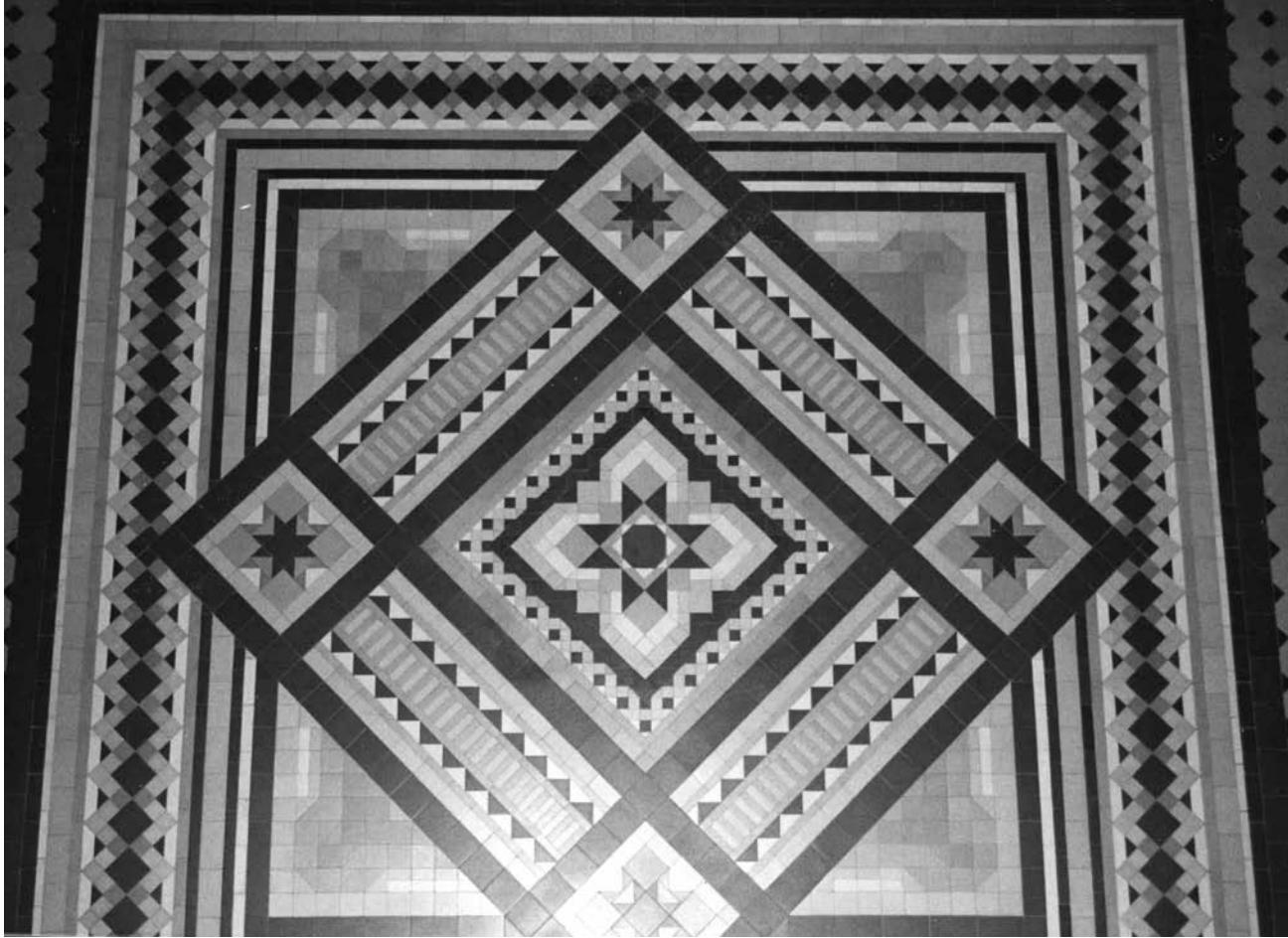


Photo by Dave Handrahan.

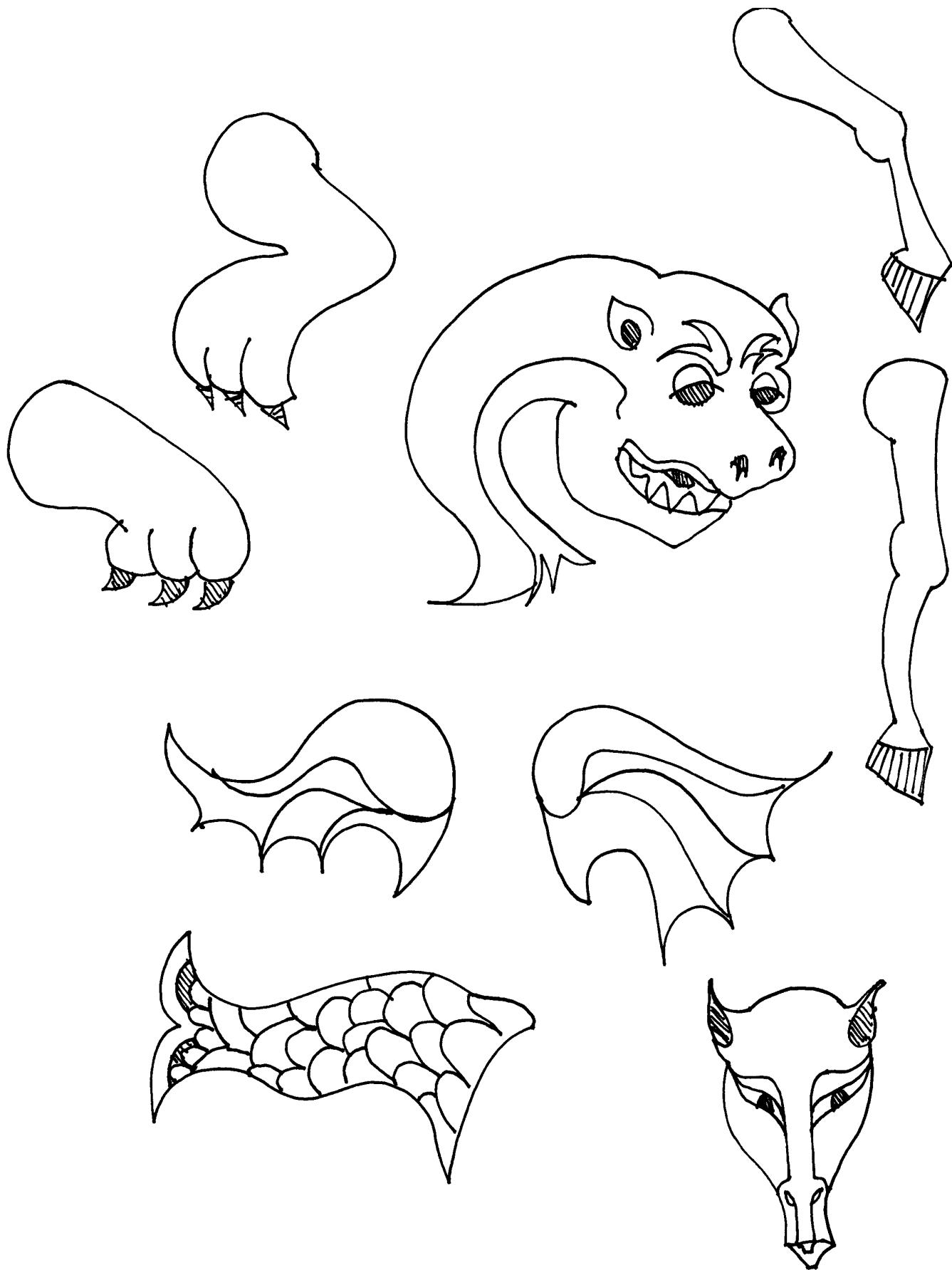
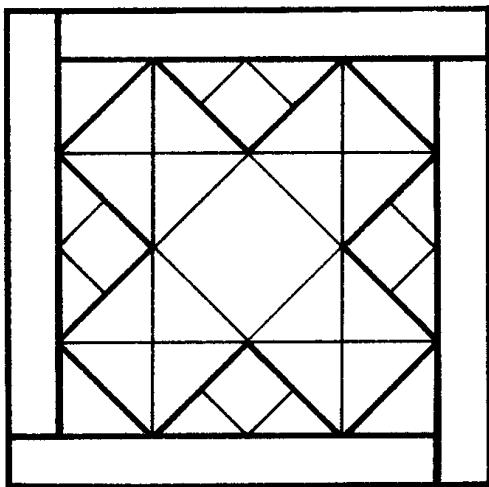
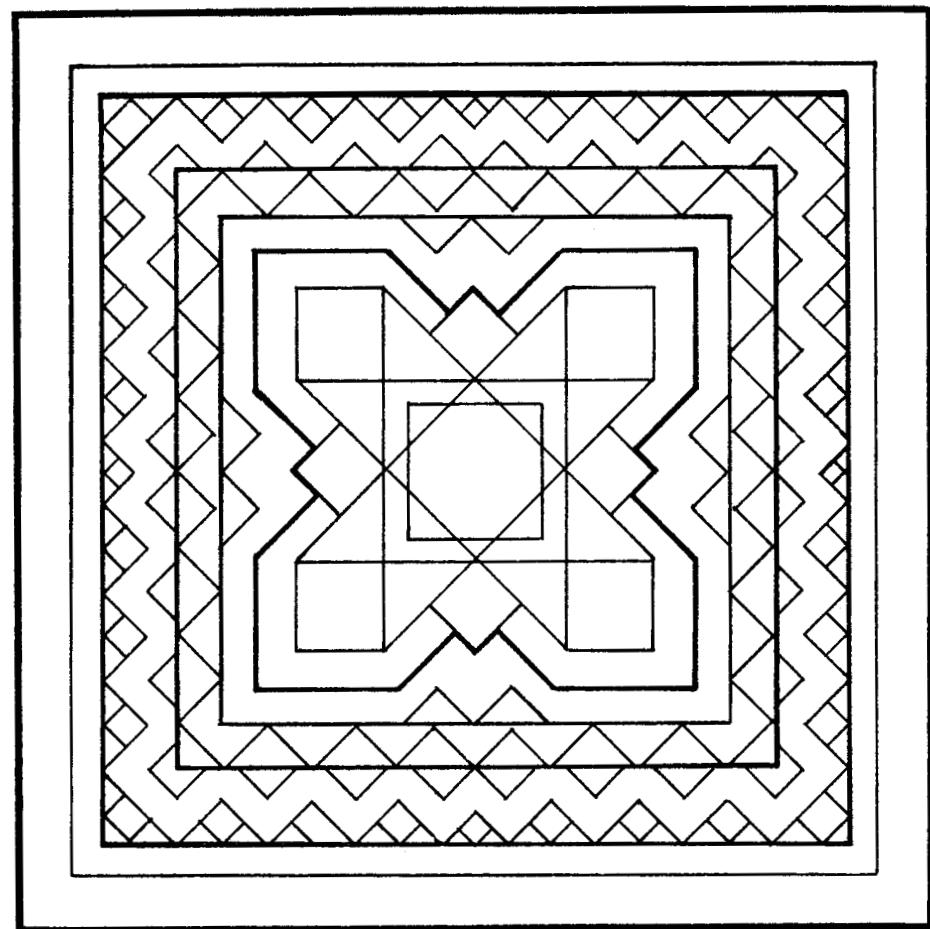


Diagram Floor Tiles





10

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 ways that 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.

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.

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

- 4th Grade**
Social Studies
6040-0402

Health Education
7040-0701

- 5th Grade**
Social Studies
6050-0503

Health Education
7050-0701

- Utah Life Skills**
Lifelong Learning
Complex Thinking
Collaboration
Responsible Citizenship

Symbol of the City
The City & County Building Teacher's Guide





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/servicelearning

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 Example Sheet

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?*





Fourth Grade Core Curriculum Objectives

Visual Arts

1040-0101 Explore a variety of art materials while learning new techniques and processes.

Lesson 9: Be a Craftsman!

1040-0102 Handle art materials in a safe and responsible manner.

Lesson 9: Be a Craftsman!

1040-0201 Analyze and reflect on works of art by their elements and principles.

Lesson 8: Who is Richardson and What is Romanesque?

1040-0202 Create works of art using the elements and principles.

Lesson 8: Who is Richardson and What is Romanesque?

1040-0301 Explore possible content in art prints or works of art.

Lesson 1: Symbol of the City

Lesson 4: Symbolism at the City and County Building

Lesson 8: Who is Richardson and What is Romanesque?

1040-0302 Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purposes for artwork.

Lesson 4: Symbolism at the City and County Building

Lesson 8: Who is Richardson and What is Romanesque?

Lesson 9: Be a Craftsman!

1040-0401 Compare the arts of different cultures to explore their similarities and diversities.

Lesson 1: Symbol of the City

Lesson 4: Symbolism at the City and County Building

Lesson 8: Who is Richardson and What is Romanesque?

Lesson 9: Be a Craftsman!

1040-0403 Recognize the connection of visual arts to all learning.

Lesson 1: Symbol of the City

Lesson 4: Symbolism at the City & County Building

Language Arts

4040-0101 Make connections between personal experiences and print.

Lesson 1: Symbol of the City

4040-0102 Anticipate the flow of events or information.

Lesson 1: Symbol of the City

4040-0103 Verify predictions as the reading continues.

Lesson 1: Symbol of the City

4040-0201 Use a variety of strategies to comprehend text.

Lesson 1: Symbol of the City

4040-0202 Develop an interpretation of text.

Lesson 1: Symbol of the City

4040-0203 Critically evaluate text.

Lesson 1: Symbol of the City

4040-0302 Continue to develop a reading vocabulary (i.e., pronounce and understand new words).

Lesson 1: Symbol of the City

4040-0601 Write in a variety of formats for different purposes.

Lesson 6: A Gift from the Past—Reflecting on the City & County Building

4040-0902 Use oral language to present information.

Lesson 3: Making Tough Choices

Lesson 5: Who Runs the City?

Lesson 7: It Happened at Washington Square

Social Studies

6040-0101 Recognize the sequence of change in Utah over time.

Lesson 1: Symbol of the City

Lesson 7: It Happened at Washington Square

6040-0102 Trace the development of the State of Utah.

Lesson 1: Symbol of the City

Lesson 4: Symbolism at the City & County Building

Lesson 7: It Happened at Washington Square

Lesson 8: Who is Richardson and What is Romanesque?

Lesson 9: Be a Craftsman!

6040-0202 Trace the development of Utah's culture.

Lesson 1: Symbol of the City

Lesson 4: Symbolism at the City & County Building

Lesson 7: It Happened at Washington Square

Lesson 8: Who is Richardson and What is Romanesque?

Lesson 9: Be a Craftsman!

6040-0203 Predict future changes based on the history and development of the state.

Lesson 4: Symbolism at the City and County Building

Lesson 7: It Happened at Washington Square

6040-0301 Explain the purpose of a constitutional government.

Lesson 5: Who Runs the City?

6040-0401 Demonstrate cultural understanding.

Lesson 6: A Gift from the Past—Reflecting on the City and County Building

6040-0402 Demonstrate basic citizenship skills.

Lesson 3: Making Tough Choices

Lesson 5: Who Runs the City?

Lesson 6: A Gift from the Past—Reflecting on the City & County Building

Lesson 10: Salt Lake City Kids Take Action

6040-0601 Identify geographic characteristics of Utah and other states in the western region of the United States.

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

Health Education

7040-0701 Participate in service-learning that benefits Utah.

Lesson 10: Salt Lake City Kids Take Action of the City



Appendix B

Fifth Grade Core Curriculum Objectives

Visual Arts

1050-0101 Explore a variety of art materials while learning new techniques and processes.

Lesson 9: Be a Craftsman!

1050-0102 Predict the processes and techniques needed to make a work of art.

Lesson 9: Be a Craftsman!

1050-0103 Handle art materials in a safe and responsible manner.

Lesson 9: Be a Craftsman!

1050-0201 Analyze and reflect on works of art by their elements and principles.

Lesson 8: Who is Richardson and What is Romanesque?

1050-0202 Create works of art using the elements and principles.

Lesson 8: Who is Richardson and What is Romanesque?

1050-0301 Explore possible content in art prints or works of art.

Lesson 1: Symbol of the City

Lesson 4: Symbolism at the City and County Building

Lesson 8: Who is Richardson and What is Romanesque?

1050-0302 Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purposes for students' own artworks.

Lesson 4: Symbolism at the City and County Building

Lesson 8: Who is Richardson and What is Romanesque?

1050-0401 Compare the arts of different cultures to explore their similarities and diversities.

Lesson 8: Who is Richardson and What is Romanesque?

1050-0402 Connect various kinds of art with particular cultures, times, or places.

Lesson 4: Symbolism at the City & County Building

Lesson 9: Be a Craftsman!

1050-0403 Recognize the connection of visual arts to all learning.

Lesson 1: Symbol of the City

Lesson 4: Symbolism at the City & County Building

Science

3050-0103 Explain the results of the movements of the Earth's crust.

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

Language Arts

4050-0101 Make connections between personal experiences and print.

Lesson 1: Symbol of the City

4050-0102 Anticipate the flow of events or information.

Lesson 1: Symbol of the City

4050-0103 Verify predictions as the reading continues.

Lesson 1: Symbol of the City

4050-0201 Use a variety of strategies to comprehend text.

Lesson 1: Symbol of the City

4050-0202 Develop an interpretation of text.

Lesson 1: Symbol of the City

4050-0203 Critically evaluate text.

Lesson 1: Symbol of the City

4050-0302 Continue to develop a reading vocabulary (i.e., pronounce and understand new words).

Lesson 1: Symbol of the City

4050-0601 Write in a variety of formats for different purposes.

Lesson 6: A Gift from the Past—Reflecting on the City & County Building

4050-1002 Use oral language to present information.

Lesson 3: Making Tough Choices

Lesson 5: Who Runs the City?

Lesson 7: It Happened at Washington Square

Social Studies

6050-0502 Examine the functions of the branches of Federal Government.

Lesson 5: Who Runs the City?

6050-0503 Analyze democratic processes.

Lesson 3: Making Tough Choices

Lesson 5: Who Runs the City?

Lesson 6: A Gift from the Past—Reflecting on the City & County Building

Lesson 10: Salt Lake City Kids Take Action

Health Education

7050-0701 Participate in service-learning that assists the preservation of natural resources.

Lesson 10: Salt Lake City Kids Take Action