Teacher’s Guide
The Architecture of the historic 1916 Palm Beach County Court House
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Directions

The Richard and Pat Johnson Palm Beach County History Museum is located on the second floor of the restored 1916 Palm Beach County Courthouse in downtown West Palm Beach at:

300 North Dixie Highway
West Palm Beach, FL 33401

From the North
Take I-95 to Palm Beach Lakes Boulevard Exit and go east on Palm Beach Lakes Boulevard to Dixie Highway (U.S. 1). Turn right (south) on to Dixie Highway. Go to 3rd Street and make left turn. The Museum is on the southeast corner of Dixie Highway and 3rd Street.

From the South
Take I-95 to Okeechobee Boulevard Exit and go east on Okeechobee Boulevard to Olive Avenue. Turn left (north) on Olive Avenue. Go to 3rd Street and turn left (west) to the museum. It will be on left side.

From the West
Take Okeechobee Boulevard east and go to Olive Avenue. Turn left (north) on Olive Avenue. Go to 3rd Street and turn left (west). The Museum will be on left side just past the county governmental center.

Parking/Loading/Unloading Zone: on 3rd Street on north side of the 1916 courthouse. Space accommodates two (2) buses.
Bus Parking/Loading/Unloading

Public Parking

Public parking is available on the surrounding streets and in the parking lot across the street from the museum with the entry located on 4th Street. A parking garage is located at the corner of 4th Street and Olive Avenue. Additional parking garages can be found on Banyan.

If buses remained parked in the bus loading/unloading zone, the driver must remain with the vehicle. If vehicle is left unattended, the parking enforcement patrols may ticket the vehicle. The Historical Society of Palm Beach County is not responsible for vehicles ticketed by law enforcement.
Scheduling the Architectural Tour

Architectural Tour Grade Levels
The Museum Experience is designed for third through twelfth grades. It does complement the fourth grade Florida History curriculum with a focus on local history and the Florida History Tabloid (printed and distributed by the Palm Beach Post). The experience can complement the seventh grade Palm Beach County History and Civics curriculum (also printed and distributed by the Palm Beach Post).

Scheduling Your Tour
To schedule a guided tour led by a museum docent (tour guide), please contact the Historical Society of Palm Beach County, at 561-832-4164 ext. 104 between the hours of 9 a.m. and 4 p.m. weekdays. You may also contact the Curator of Education by email at rmarconi@historicalsocietypbc.org or fax your request to (561) 832-7965. Educators calling must provide their email address. Once the appointment has been scheduled, a confirmation letter will be sent by email or regular postal service to the scheduled groups. The museum can accommodate a total of forty-four (44) students at one time, which will be divided into two groups of twenty-two (22) students each.

Tour time is approximately 1 to 1.5 hours. Tour is inside and outside.

In order to properly schedule a tour of the museum, please be sure to provide the following information:

Name, school, address, phone number, email address, grade, number of students, number of teachers/chaperones, requested visit date (please provide two (2) alternate dates).

Cancellations
To avoid cancellations, check your school’s calendar for test dates, holidays, special activities, etc... before scheduling your tour. If you must cancel a tour, call the Coordinator of Tours at 561-832-4164 ext. 110 immediately.

Admission
Admission to the Richard and Pat Johnson Palm Beach County History Museum is free.

Museum Entrance
The main entrance to the Richard and Pat Johnson Palm Beach County History Museum is on the west side of the building facing Dixie Highway. The entry level to the building and museum is on the second floor.

Students with Disabilities
When making a reservation, please indicate your need for assistance for your students. The museum is wheelchair accessible. Please use the 1st floor entrance on the east side of the building and take elevator to second floor.

Food/Lunch
The Museum does not have a space for eating. If class brings a bag lunch, students will have to eat on the bus or on the grass outside (weather permitting) the building.

Attire
Proper school attire (clothing) is recommended.

Field Trip
Please:
• Arrive ten minutes before your scheduled visit (if possible)
• Do not bring more than the number of students scheduled for visit
• Provide at least one chaperone per ten students
• Provide nametags for students
• It is the teacher’s responsibility to be sure chaperones understand their duties before arriving at the museum
• Keep voices low and be courteous to others
• Walk through the galleries and watch where you are walking

Chaperones:
- Should not bring children other than those in the class
- Should stay with and supervise their group and maintain order at all times
- Assist the teachers and museum staff with providing a positive museum learning experience for students
## Timeline of the Palm Beach County Court House

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1909</td>
<td>Palm Beach County became the forty-seventh county in Florida</td>
</tr>
<tr>
<td>August 1916</td>
<td>County Officials officially “moved-in” to the Court House</td>
</tr>
<tr>
<td>April 1917</td>
<td>The dedication of the Court House</td>
</tr>
<tr>
<td>1920s</td>
<td>Palm Beach County continued to grow at an exponential rate causing a need for a Court House expansion</td>
</tr>
<tr>
<td>May 1927</td>
<td>The Court House annex was opened twenty-five feet east of the original Court House</td>
</tr>
<tr>
<td>1950s</td>
<td>Palm Beach County government was too large to reside in one building, resulting in a needed expansion and modernization of the Court House</td>
</tr>
<tr>
<td>June 1955</td>
<td>The existing space between the Court House and the annex was turned into useable rooms. Also, air conditioning was installed in the Court House.</td>
</tr>
<tr>
<td>February 1968</td>
<td>The Court House needed enlargement and improvement again, and the design selected for the Court House was a wrap-around</td>
</tr>
<tr>
<td>1972</td>
<td>The wrap-around project on the Court House was completed</td>
</tr>
<tr>
<td>1995</td>
<td>Modern-day Courthouse is opened across the street from the 1972 Court House</td>
</tr>
<tr>
<td>2002</td>
<td>Restoration of the 1916 Court House begins</td>
</tr>
<tr>
<td>January 2004</td>
<td>The wrap-around of the 1972 Court House is demolished, revealing the original 1916 structure underneath</td>
</tr>
<tr>
<td>September 2005</td>
<td>The 1916 Court House is designated a historic site by Palm Beach County</td>
</tr>
<tr>
<td>November 2007</td>
<td>Restoration project of the 1916 Court House is complete</td>
</tr>
<tr>
<td>March 2008</td>
<td>The Richard and Pat Johnson Palm Beach County Historical Museum is opened</td>
</tr>
</tbody>
</table>
Pre and Post Visit Lesson
1916 Palm Beach County Courthouse Architecture

Grade level
Grades 3-5

Student Target

Materials for Pre & Post Lesson
Teacher: Copies of Pre/Post surveys, copies of the 1916 Palm Beach County Court House Architecture reading assignment and exercise, pen/pencil, copies of the Courthouse Model Activity, scissors, glue and/or tape, colored pencils or crayons to color the courthouse model before assembly.

Student: Copy of the 1916 Palm Beach County Court House Architecture reading assignment and exercise, pen/pencil, copy of the Courthouse Model Activity, scissors, glue and/or tape, colored pencils or crayons to color the courthouse model before assembly.

Vocabulary
See attached vocabulary list with definitions.

Pre-visit Warm-up Lesson (completed in classroom before visiting Richard and Pat Johnson Palm Beach County History Museum)
1. Warm-up: make copies of the 1916 Palm Beach County Court House Architecture reading assignment and exercise. Distribute these to the students.

Explain to students that there are many different styles of architecture to be found where they lived. We will look at the Neo-classical style architecture for the historic 1916 Court House.

Tell students that a Neo-classical building has some or all of the following elements:
   - symmetrical shape, tall columns that may rise the full height of the building which are often fluted and the capitals are usually ornate Ionic or Corinthian, triangular pediment (a low-pitched triangular gable on the front of some buildings), portico, domed roof.

Have students read and complete the handout. Afterwards, review it in class.

2. Pre-survey: Distribute Pre-Survey for students to complete. Explain to them that this is only to help the staff at the Richard and Pat Johnson Palm Beach County Museum determine what the students already know. Tell them they will take another survey after their field trip to show what they have learned.

Note: Please review and send a summary of the students’ surveys to the Curator of Education, Richard and Pat Johnson Palm Beach County Museum, at least one week prior to visit. For example, you may report about 95% (or 21 out of 22 students) were not able to answer Question 1; 100% of the students could not describe Neo-classical architecture. Please report this information to us so that we can tailor our tour to meet the needs of your students. Submit the survey summary by email to rmarconi@historicalsocietypbc.org; Fax to 561-832-7965; or mail to
3. Background Information: Provide background information about the historic 1916 Palm Beach County Court House.

• The 1916 Court House was constructed in 1916 and opened in April 1917.
• The building is a 40,000-square-foot, four-story building made of concrete, structural steel, brick, limestone, and terracotta block.
• The architectural style of the Court House is Neo-classical style.
• There is only one courtroom in the building and it was only used for ten years.
• When you look at the front of the building, courthouse is spelled as two words, Court House. That is the way it was originally spelled in 1916. Today, it is spelled as one word, courthouse.
• Over the years, additions had been added to the 1916 building including a 1970s wrap-around that covered the original courthouse.
• In 2002, the Palm Beach County Board of County Commissioners agreed to save the 1916 building and spent $18.5 million dollars renovating the original building.
• The historic Court House now houses County Government offices and the Richard and Pat Johnson Palm Beach County History Museum.

For a complete history of the 1916 PBC Court House, visit www.pbcgov.com/courthouse/building_courthouse.htm.

4. Field Trip Behavior: Explain to students there are a few rules they must follow on the field trip:

The Museum is the storehouse of many rare objects from the Historical Society of Palm Beach County’s collections. Artifacts from these collections and from other museums are on display in the permanent and temporary galleries. For safety of these rare artifacts and museum visitors, the following rules must be followed.

- Keep voices low and be courteous to others
- Listen carefully to the Docents during the tour
- Walk through the galleries and watch where you are walking
- Do not touch the exhibits except when told to do so (the interactive exhibits can be touched)
- No running or reckless behavior (violators will be escorted out of the building)

5. Teams: Divide the students into two groups for the field trip. Upon arrival at the Richard and Pat Johnson Palm Beach County History Museum, the docents will take over and may start each group on a different floor. THE ARCHITECTURAL TOUR OF THE 1916 PBC COURT HOUSE IS BOTH OUTSIDE AND INSIDE.

Main Lesson (completed at the Richard and Pat Johnson Palm Beach County History Museum). Print and distribute the student handout, “Where am I at the Courthouse?” before arriving at the Museum. Students will complete this as they go through the tour. Be sure they have something to write on and have a pencil (no pens).

1. Guided Tour: Students participate in a guided architectural tour of the historic 1916 Palm Beach County Court House. The Docent provides background information about the history of the building and its additions/changes over time.

2. Warm-up: Following the background information about the Court House, students will be asked what is architectural style of the Court House. After listening to their responses, the docent will review the Neo-classical architectural style.
The docent will then take students on the tour and talk about and point out the different architectural elements of the Neo-classical 1916 Court House while also discussing interesting information about the renovation of the building.

Note: the tour will include a walk around the exterior and the interior of the building. When the group gets to the 3rd floor courtroom, the docent will discuss the room and where the different parties to a court trial sat and what their job was.

3. Activity: Docent will instruct students to complete the handout “Where am I at the Courthouse?” as they participate in tour.

4. Procedures: Docent will instruct students that while they are on the tour, listen to the docent and to pay attention as the docent points out all the architectural elements of the building. By listening and watching, they will be able to get the answers to complete their activity.

5. Wrap-up: At the conclusion of the architectural tour of the 1916 Court House, the docent gathers the students in one group.

Docent asks students about their worksheet and has them explain their answers.

Docent will ask the students what they learned on the tour. Students can tell the docent and others one thing they learned.

The worksheets are the students to keep.

Post-visit Reflection Lesson (completed in the classroom after visiting the Richard and Pat Johnson Palm Beach County History Museum)

1. Warm-up: a. Ask students to think about the Neo-classical architecture of the historic 1916 Palm Beach County Court House.

Ask students to name some of the major elements found on a Neo-classical structure.

b. Ask students to think about the courtroom and the major players in a court case.

Ask students to name three of the players.

2. Follow-up Activity: a. Make copies of the Courthouse Model Activity and distribute to each student.

Have students follow the instructions to construct a model of the 1916 Palm Beach County Court House.

When students are finished, have a display of their courthouse.

b. Make copies of Who’s Who in the Courtroom. Distribute to each student. This activity will re-enforce what they learned when they visited the courtroom during their museum experience.

Have students follow the directions: read and then answer the questions.

Turn in for grading or you can have students exchange papers and grade them in class.

3. Post-Survey: Distribute Post Surveys for students to complete. Explain that this is to show how much the students learned during their visit to the Johnson History Museum.
Grades 3-5

**Note**: Please review and send a summary of the students’ surveys to the Curator of Education, Richard and Pat Johnson Palm Beach County Museum. For example, you may report about 95% (or 21 out of 22 students) were able to answer Question 1; 100% of the students could describe Neo-classical architecture. Please report this information to us so that we can tailor our tour to meet the needs of your students. Submit the survey summary by email to rmarconi@historicalsocietypbc.org; Fax to 561-832-7965; or mail to Historical Society of Palm Beach County, ATTN: Tony Marconi, PO Box, 4364, West Palm Beach, FL 33402.

4. **Enrichment**: You are the Architect: Design Your Own Neo-classical Building.

Explain to the students that: they will assume the role of an architect. Architects design many types of buildings. In this case, they will design a Neo-classical style building or house.

Provide drawing paper, colored pencils and/or crayons/markers, pencil, ruler for student to draw their building or house.

When they are done, have students share their work with the class.

Web sites students can visit to learn more about national buildings in the Neo-classical style:

- Exploer.monticello.org
- www.whitehousehistory.org

**Assessment**

Pre and Post Surveys, student worksheet from field trip, Who’s Who in the Courtroom, and courthouse model activity.

**Attachments**

- Pre and Post Surveys
- Vocabulary
- 1916 Palm Beach County Court House Material
- Courthouse Model Activity
- Who’s Who in the Courtroom
Pre-visit Survey

Name ________________________________ Date ____________________

1. Have you ever visited the Richard and Pat Johnson Palm Beach County History Museum and the historic 1916 Palm Beach County Court House? YES NO

2. What do you know about the history of the 1916 Court House?

________________________________________________________________________

________________________________________________________________________

3. Can you describe the architectural style of the 1916 Court House?

________________________________________________________________________

________________________________________________________________________

4. Describe the Corinthian style capital.

________________________________________________________________________

________________________________________________________________________

5. How many courtrooms are in the 1916 Court House? _______________________

6. What is now housed in the 1916 Court House?

________________________________________________________________________

________________________________________________________________________

7. What’s the job of the prosecution?

________________________________________________________________________

________________________________________________________________________
Post-visit Survey

Name ___________________________________   Date ___________________

1. Have you ever visited the Richard and Pat Johnson Palm Beach County History Museum and the historic 1916 Palm Beach County Court House?     YES      NO

2. What do you know about the history of the 1916 Court House?

________________________________________________________________________

________________________________________________________________________

3. Can you describe the architectural style of the 1916 Court House?

________________________________________________________________________

________________________________________________________________________

4. Describe the Corinthian style capital.

________________________________________________________________________

________________________________________________________________________

5. How many courtrooms are in the 1916 Court House? ___________________________

6. Who occupies the 1916 Court House now?

________________________________________________________________________

________________________________________________________________________

7. What is the job of the prosecution?

________________________________________________________________________

________________________________________________________________________
Grades 3-5

Vocabulary

Annex
A building joined to or associated with a main building

Architecture
The style of buildings; the profession of designed buildings and open areas

Architrave
The architrave is part of the entablature, which rests above the capital of a column. Originally it was a beam (Latin trabs, whence -trave) running from support to support. The architrave is the lowest of the three parts of the entablature.

Awning
A sheet of canvas or similar material stretched on a frame and used to shelter a shop window or doorway.

Capital
The distinct, broader section at the head (top) of a pillar or column. Three styles: Ionic, Doric, Corinthian.

Column
An upright pillar supporting an arch or other structure.

Cornice
An ornamental molding around the wall of a room, just below the ceiling.

Cornerstone
A stone that forms the base of a corner of a building, joining two walls.

Corridor
A long passage, or hallway, from which doors lead into rooms.

Demolition
To tear down, destroy, destruction

Dentil
Series of small tooth-like rectangular blocks used as a decoration under the molding of a cornice.

Entablature
Refers to the superstructure of moldings and bands, which lie horizontally above columns, resting on their capitals. Entablatures are commonly divided into the architrave, frieze, and cornice.

Exterior
On the outer surface, outside of something.

Façade
Outward appearance, the principal front of a building.

Flemish Bond
A brick pattern made using alternating stretchers and headers, with the headers of each row centered on the stretchers of the row below. This style of pattern is very strong.

Granite
A hard, granular igneous rock.

Interior
Within or inside.

Keystone
A central stone at the summit of an arch, locking the whole together.

Landmark
A building or site that is associated with an historical event or place.
Limestone: A hard sedimentary rock.

Mezzanine: A balcony in a theater or the front rows of a balcony.

Mosaic: A picture or pattern produced by arranging small pieces of colored stone, tile, or glass.

Neo-Classical style: A type of architecture. These kinds of buildings are usually box-like shapes with classical features, like Greek columns.

Pediment: The triangular upper part of the front of a classical building.

Plinth block: A block or slab on which a pedestal, column, or statue is placed.

Portico: A roof supported by columns at regular intervals.

Preservation: To preserve, to keep as is; to maintain a structure in its original or existing condition.

Restoration: To restore a structure to the way it was originally built.

Sash Window: A window formed with frames that slide up and down.

Symmetrical: Made up of exactly similar parts facing each other or around an axis.

Volute: A spiral scroll used in Corinthian capitals.

Wainscot: An area of paneling on the lower part of the walls of a room.
Student Handout 1  
1916 Palm Beach County Court House Architecture

Directions: Read about the distinguishing characteristics of the architecture of the original 1916 Court House and then answer the questions below.

The 1916 Palm Beach County Courthouse is described as a **Neo-classical** building, meaning the inspiration for the design of the building came from ancient Greece and Rome. A Neo-classical building will often have distinguishing features such as: tall columns, a triangular pediment, portico, domed roof and will often have a symmetrical shape.

In order to maintain the same Neo-classical architecture of 1916, architects and construction crews worked hard to restore the building to its original form. To **restore** a structure means to make it the same way as it was originally built. This process took teams of people who carefully studied old photos of the courthouse and replicated what was in the photos on the structure itself.

Some of the distinguishing features on the 1916 Court House include tall columns, Corinthian style capitals, volutes, porticos, pediments, awnings, and sash windows.

A **Column** is a tall upright pillar used to support and arch or another structure and there are four columns at three of the four entrances to the 1916 courthouse.

On the top of each of the columns is a **Capital**, which is the broader section of the column that is decorating the top of the column. The 1916 courthouse capitals have a specific design referred to as **Corinthian**, meaning the capital appears bell-shaped and has **volutes** (a spiral scroll) and rows of leaves and is elaborately decorated.

A **Portico** is the roof of an entrance that is supported by columns. The triangular shape directly above the entrance is often referred to as the **pediment**, which can be seen on the 1916 Courthouse photo.

A few other important characteristics of the 1916 Court House include the various materials the building is made of. Parts of the courthouse, including the base stone is made of **Granite**, a hard granular igneous rock, and other parts of the courthouse, such as the eagle crest on the front of the building is made of **Limestone**, a hard sedimentary rock.
Student Worksheet 1
1916 Palm Beach County Court House Architecture Exercise

Directions: Fill in the blanks with the correct answer(s) from the above reading.

1. The term Neo-classical can refer to the architecture of a building. Where did the inspiration for neo-classical architecture originate? ________________________.

2. To restore a structure means to ________________________________________.

3. Name three of the five distinguishing features of the 1916 Court House:
   __________________________________
   __________________________________
   __________________________________

4. What is a portico? __________________________________________________.

5. Name one of the materials the Court House is made of and give an example of an object that is made of that material.
   Material: ________________________ Example: ________________________

Directions: Label the different parts of the 1916 Court House with the architecture terms.
1. The term Neo-classical can refer to the architecture of a building. Where did the inspiration for neo-classical architecture originate? Ancient Greece and Rome.

2. To restore a structure means to make something the way it was when it was originally built.

3. Name three of the five distinguishing features of the 1916 Court House: tall columns, Corinthian style capitals, volutes, porticos, and pediments.

4. What is a portico? the roof of an entrance that is supported by columns.

5. Name one of the materials the court house is made of and give an example of an object that is made of that material. Material: ________________________ Example: ________________________

   Granite- base stone    and Limestone-Eagle Crest

Directions: Label the different parts of the 1916 Court House with the architecture terms.

A Portico

B Pediment

C Corinthian capital

D Column
Student Worksheet 2
Where Am I in the Courthouse?

Directions: Look at all of the below photos and write what they are or where you can find them in the 1916 restored courthouse. Also, write one interesting fact or piece of information you learned about the object from the docent while you were at the courthouse.

1. What/where am I? ____________________________________________________________
   ____________________________________________________________
   What is interesting about me? ____________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. What/where am I? ____________________________________________________________
   ____________________________________________________________
   What is interesting about me? ____________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. What/where am I? ____________________________________________________________
   ____________________________________________________________
   What is interesting about me? ____________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. What/where am I? ____________________________________________________________
   ____________________________________________________________
   What is interesting about me? ____________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Answer Key Student Worksheet 2
Where Am I in the Courthouse?

1. What/where am I? The eagle crest and it is located on the Western entrance to the courthouse________________________________________
What is interesting about me? Answers will vary: something along the lines of, I am not the original crest, this crest was made from the same limestone quarry in Indiana that the rest of the building was made of, this may not have been the original design of the eagle crest________

2. What/where am I? I am one of two original safes from the 1916 courthouse and I am found on the first floor of the courthouse________________________________________
What is interesting about me? Answers will vary I am as old as the courthouse itself and have been sealed shut so no one is able to be locked inside of me________________________

3. What/where am I? I am the cornerstone on the outside of the building—specifically on the North-Western corner of the building——
What is interesting about me? Answers will vary: I was on the original building and during the 1972 wrap-around construction I was placed inside the building, but during restoration was placed back in my original spot_________

4. What/where am I? I am the mezzanine located above the courtroom (third floor) but I am actually on the fourth floor________________________
What is interesting about me? Answers will vary: I was once titled but because of new rules and regulations I had to be leveled; during the 1916s, Palm Beach County still practiced segregation and the mezzanine is where African Americans sat to view court room proceedings__________
Build-Your-Own
1916 Courthouse Outlines
Instructions for 1916 Courthouse Architectural Model

Supplies:

11x17 inch white card stock- 2 sheets
8.5x11 inch white card stock- 5 sheets
scissors
x-acto knife
Scotch tape

1. Print “Front Facade” and “East side” files onto 11x17 in. white card stock paper. All other files can be printed on 8.5x11 in. card stock. Print 2 copies of “North and South Facade” and “North and South Columned Porticos” files. Print “Front Columns”.

2. Cut out buildings and fold tabs according to individual instructions.

3. Build model, using tape to secure tabs in place. Also tape inside corners where walls meet for extra support.
Cut along red lines to open slots for portico and north/south facade tabs.

Cut along dotted/solid lines. Fold back bottom tab and 2 side tabs.
Cut slf following outline of center raised roof section.
Fold roof back 90 degrees, center section should stand up.
Print 2 copies of this page

Cut around building and tab outline

Cut dotted line before folding roof. Tape seam at proper angle after roof is secured to main building.

Fold line - Fold back along roof edge.

Cut out here

Fold line - Fold paper up (back on itself)

Fold line - Fold paper down, set at right angle from building facade. Tape crease edge in 3 places over brick and steps to secure floor of portico.
Print 2 copies of this page.

Cut around building outline and tabs, fold tabs back

Cut along dotted lines, fold tab back
Pre and Post Visit Lesson
1916 Palm Beach County Courthouse Architecture

Grade level
Grades 6-8

Student Target

Materials for Pre & Post Lesson
Teacher: Copies of the 1916 Palm Beach County Court House Architecture reading assignment and exercise, the Create-A-Pamphlet Research Project, Who’s Who in the Courtroom, pen/pencil.

Student: Copy of 1916 Palm Beach County Court House Architecture reading assignment and exercise, Create-A-Pamphlet Research Project, Who’s Who in the Courtroom, and pen/pencil.

Vocabulary
See attached vocabulary list with definitions.

Pre-visit Warm-up Lesson (completed in classroom before visiting Richard and Pat Johnson Palm Beach County History Museum)
1. Warm-up: make copies of the 1916 Palm Beach County Court House Architecture reading assignment and exercise. Distribute these to the students.

   Explain to students that there are many different styles of architecture to be found where they lived. We will look at the Neo-classical style architecture for the historic 1916 Court House.

   Tell students that a Neo-classical building has some or all of the following elements:

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- Keep voices low and be courteous to others
- Listen carefully to the Docents during the tour
- Walk through the galleries and watch where you are walking
- Do not touch the exhibits except when told to do so (the interactive exhibits can be touched)
- No running or reckless behavior (violators will be escorted out of the building)

5. Teams: Divide the students into two groups for the field trip. Upon arrival at the Richard and Pat Johnson Palm Beach County History Museum, the docents will take over and may start each group on a different floor. THE ARCHITECTURAL TOUR OF THE 1916 PBC COURT HOUSE IS BOTH OUTSIDE AND INSIDE.

Main Lesson (completed at the Richard and Pat Johnson Palm Beach County History Museum). Print and distribute the student handout, “Where am I at the Courthouse?” before arriving at the Museum. Students will complete this as they go through the tour. Be sure they have something to write on and have a pencil (no pens).

1. Guided Tour: Students participate in a guided architectural tour of the historic 1916 Palm Beach County Court House. The Docent provides background information about the history of the building and its additions/changes over time.

2. Warm-up: Following the background information about the Court House, students will be asked what is architectural style of the Court House.

After listening to their responses, the docent will review what the Neo-classical architectural style.
The docent will then take students on the tour and talk about and point out the different architectural elements of the Neo-classical 1916 Court House while also discussing interesting information about the renovation of the building.

**Note:** the tour will include a walk around the exterior and the interior of the building. When the group gets to the 3rd floor courtroom, the docent will discuss the room and where the different parties to a court trial sat and what their job was.

3. **Activity:** Docent will instruct students to complete the handout “Where am I at the Courthouse?” as they participate in tour.

4. **Procedures:** Docent will instruct students that while they are on the tour, listen to the docent and to pay attention as the docent points out all the architectural elements of the building. By listening and watching, they will be able to get the answers to complete their activity.

5. **Wrap-up:** At the conclusion of the architectural tour of the 1916 Court House, the docent gathers the students in one group.

Docent asks students about their worksheet and has students explain their answers.

Docent will ask the students what they learned on the tour. Students can tell the docent and others one thing they learned.

The worksheets are the students to keep.

**Post-visit Reflection Lesson** (completed in the classroom after visiting the Richard and Pat Johnson Palm Beach County History Museum)

1. **Warm-up:**
   a. Ask students to think about the Neo-classical architecture of the historic 1916 Palm Beach County Court House.

   Ask students to name some of the major elements found on a Neo-classical structure.

   b. Ask students to think about the courtroom and the major players in a court case.

   Ask students to name three of the players and what their job is.

2. **Follow-up Activity:**
   a. Make copies of the Create-A-Pamphlet Project activity and distribute to each student or group.

   Have students follow the instructions to create a preservation pamphlet about the importance of preservation and restoration of local historic landmarks.

   When students are finished, have them share their work with class. To grade the pamphlet, see attached Grading Rubric.

   b. Make copies of Who’s Who in the Courtroom. Distribute to each student. This activity will re-enforce what they learned when they visited the courtroom during their field trip.

   Have students follow the directions: read and then answer the questions. Turn in for grading or you can have students exchange papers and grade them in class.

3. **Post-Survey:** Distribute Post Surveys for students to complete. Explain that this is to show how much the students learned on their field trip to the Johnson History Museum.
Note: Please review and send a summary of the students’ surveys to the Curator of Education, Richard and Pat Johnson Palm Beach County Museum. For example, you may report about 95% (or 21 out of 22 students) were able to answer Question 1; 100% of the students could describe Neo-classical architecture. Please report this information to us so that we can tailor our tour to meet the needs of your students. Submit the survey summary by email to rmarconi@historicalsocietypbc.org; Fax to 561-832-7965; or mail to Historical Society of Palm Beach County, ATTN: Tony Marconi, PO Box, 4364, West Palm Beach, FL 33402.

4. Enrichment: Select from a list provided below a style of architecture found in Palm Beach County. Research the style you select and write a page about this the architectural style. Be sure to explain what the style is and the architectural components that make up that style of architecture.

Types of architecture in Palm Beach County include:
Mediterranean style, Colonial, Georgian, Beaux-Arts,
Frame Vernacular, Queen Anne, Bungalow, Art Deco,
Ranch, Shotgun.

After students complete the project, have them share it with the class.

Assessment
Pre and Post Surveys, student worksheet from field trip, Who’s Who in the Courtroom, and Create-A-Pamphlet project.

Attachments
Pre and Post Surveys
Vocabulary
1916 Palm Beach County Court House Material
Create-A-Pamphlet Activity
Who’s Who in the Courtroom
Pre-visit Survey

Name ___________________________________   Date ___________________

1. Have you ever visited the Richard and Pat Johnson Palm Beach County History Museum and the historic 1916 Palm Beach County Court House?   YES   NO

2. What do you know about the history of the 1916 Court House?
________________________________________________________________________
________________________________________________________________________

3. Can you describe the architectural style of the 1916 Court House?
________________________________________________________________________
________________________________________________________________________

4. Describe the Corinthian style capital.
________________________________________________________________________
________________________________________________________________________

5. How many courtrooms are in the 1916 Court House? ___________________________

6. What is now housed in the 1916 Court House?
________________________________________________________________________
________________________________________________________________________

7. What is the job of the prosecution?
________________________________________________________________________
________________________________________________________________________
Post-visit Survey

Name ________________________________  Date __________________

1. Have you ever visited the Richard and Pat Johnson Palm Beach County History Museum and the historic 1916 Palm Beach County Court House?  YES  NO

2. What do you know about the history of the 1916 Court House?
________________________________________________________________________
________________________________________________________________________

3. Can you describe the architectural style of the 1916 Court House?
________________________________________________________________________
________________________________________________________________________

4. Describe the Corinthian style capital.
________________________________________________________________________
________________________________________________________________________

5. How many courtrooms are in the 1916 Court House? _________________________

6. Who occupies the 1916 Court House now?
________________________________________________________________________
________________________________________________________________________

7. What is the job of the prosecution?
________________________________________________________________________
________________________________________________________________________
## Vocabulary

### Annex
A building joined to or associated with a main building

### Architecture
The style of buildings; the profession of designed buildings and open areas

### Architrave
The architrave is part of the entablature, which rests above the capital of a column. Originally it was a beam (Latin trabs, whence -trave) running from support to support. The architrave is the lowest of the three parts of the entablature.

### Awning
A sheet of canvas or similar material stretched on a frame and used to shelter a shop window or doorway.

### Capital
The distinct, broader section at the head (top) of a pillar or column. Three styles: Ionic, Doric, Corinthian.

### Column
An upright pillar supporting an arch or other structure.

### Cornice
An ornamental molding around the wall of a room, just below the ceiling.

### Cornerstone
A stone that forms the base of a corner of a building, joining two walls.

### Corridor
A long passage, or hallway, from which doors lead into rooms.

### Demolition
To tear down, destroy, destruction

### Dentil
Series of small tooth-like rectangular blocks used as a decoration under the molding of a cornice.

### Entablature
Refers to the superstructure of moldings and bands, which lie horizontally above columns, resting on their capitals. Entablatures are commonly divided into the architrave, frieze, and cornice.

### Exterior
On the outer surface, outside of something.

### Façade
Outward appearance, the principal front of a building.

### Flemish Bond
A brick pattern made using alternating stretchers and headers, with the headers of each row centered on the stretchers of the row below. This style of pattern is very strong.

### Granite
A hard, granular igneous rock.

### Interior
Within or inside.

### Keystone
A central stone at the summit of an arch, locking the whole together.

### Landmark
A building or site that is associated with an historical event or place.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limestone</td>
<td>A hard sedimentary rock</td>
</tr>
<tr>
<td>Mezzanine</td>
<td>A balcony in a theater or the front rows of a balcony</td>
</tr>
<tr>
<td>Mosaic</td>
<td>A picture or pattern produced by arranging small pieces of colored stone, tile, or glass.</td>
</tr>
<tr>
<td>Neo-Classical style</td>
<td>A type of architecture. These kinds of buildings are usually box-like shapes with classical features, like Greek columns.</td>
</tr>
<tr>
<td>Pediment</td>
<td>The triangular upper part of the front of a classical building.</td>
</tr>
<tr>
<td>Plinth block</td>
<td>A block or slab on which a pedestal, column, or statue is placed.</td>
</tr>
<tr>
<td>Portico</td>
<td>A roof supported by columns at regular intervals.</td>
</tr>
<tr>
<td>Preservation</td>
<td>To preserve, to keep as is; to maintain a structure in its original or existing condition.</td>
</tr>
<tr>
<td>Restoration</td>
<td>To restore a structure to the way it was originally built.</td>
</tr>
<tr>
<td>Sash Window</td>
<td>A window formed with frames that slide up and down</td>
</tr>
<tr>
<td>Symmetrical</td>
<td>Made up of exactly similar parts facing each other or around an axis.</td>
</tr>
<tr>
<td>Volute</td>
<td>A spiral scroll used in Corinthian capitals.</td>
</tr>
<tr>
<td>Wainscot</td>
<td>An area of paneling on the lower part of the walls of a room.</td>
</tr>
</tbody>
</table>
Student Handout 1
1916 Palm Beach County Courthouse Architecture

Directions: Read about the different styles of architecture and distinguishing characteristics of the architecture of the original 1916 Courthouse and then answer the questions below.

By definition, the word “architecture” means the art or practice of designing buildings. It also is used as an adjective to describe the complexity of a structure. There are several different types of architectural style, including but not limited to: Mediterranean style, Colonial style, and Neo-Classical.

**Mediterranean** architectural style originated near the Mediterranean Sea in countries such as Italy or Spain. Some common features of a Mediterranean style building include: red clay tile roofs, round and pointed arched windows, and columns. Mediterranean architecture can have such features as balconies, towers, etc. A local example of the Mediterranean architecture is the Town of Palm Beach Town Hall building.

**Colonial** architectural styled buildings originated in Palm Beach with large two-story wooden cottages. Colonial architecture is distinguishable by its large windows and shutters with a front door that has either a front porch or a portico. A Colonial style building is also symmetrical and can occasionally feature a pediment (a little roof) over the front door as well.

The **Neo-Classical** architectural style pulls from traits of the Mediterranean and Colonial styled architecture. The 1916 Palm Beach County Courthouse is described as a Neo-classical, meaning the inspiration for the design of the building came from ancient Greece and Rome. A Neo-classical building will often have distinguishing features such as: tall columns, a triangular pediment, and will often have dentils and pediments (see below for definitions) and a portico.

In order to maintain the same Neo-classical architecture of 1916, people worked hard to restore the building to its original structure. To **restore** a structure means to make it the same way as it was originally built. However, the process of restoring the courthouse would be very difficult because the wrap-around constructed in 1972 was still entombing the 1916 structure. It took a very careful team to breakdown the wrap-around without destroying the 1916 structure underneath.

What is so unique about the restored 1916 courthouse is how much of the architecture and distinguishing features both inside and out are from the original 1916 building. All of the columns currently used on the restored courthouse were the original columns used for the 1916 courthouse and 1927 annex of the courthouse. Also, most of the outside bricks are from the original structure as well. Inside the building all of the mosaic-tiled floors are from the 1916 building, only small patches had to be replaced with the same original tiling. Also, some doorknobs throughout the building were found completely intact but were refurbished with handles added to the doorknobs to comply with ADA regulations. Most of what is seen in the courthouse today existed in 1916.
Some of the distinguishing features on the 1916 Courthouse include tall columns, Corinthian style capitals, volutes, porticos, and pediments.

A **Column** is a tall upright pillar used to support and arch or another structure and there are four columns at three of the four entrances to the 1916 courthouse.

On the top of each of the columns is a **Capital**, which is the broader section of the column that is decorating the top of the column and is used to help provide structural support for an arch. Some capitals can be as simple as a wooden block, sometimes referred to as an abacus style or as elaborate as a Corinthian style. The 1916 courthouse capitals have a **Corinthian** style, meaning the capitals appear bell-shaped and have **volutest** (a spiral scroll) and rows of leaves and are elaborately decorated.

A **Portico** is the roof of an entrance that is supported by columns. The triangular shape directly above the entrance is often referred to as the **pediment**, which can be seen on the 1916 Courthouse photo. The pediment is usually constructed as a dentil, meaning it used series of small tooth-like rectangular blocks used as a decoration under the molding of a cornice.

A few other important characteristics of the 1916 Courthouse include the various materials the building is made of. Parts of the courthouse, including the base stone is made of **Granite**, a hard granular igneous rock, and other parts of the courthouse, such as the eagle crest on the front of the building is made of **Limestone**, a hard sedimentary rock. The eagle is one feature of the courthouse that had to be reconstructed because the original crest was broken. The limestone used to create the eagle was found and transported from the quarry the original limestone was found in Indiana.
Student Worksheet 1
1916 Palm Beach County Courthouse Architecture Worksheet

Directions: After reading the above information, answer the following questions on architecture terms. Some questions require you to fill in the blank and others require determining whether the statement is true or false—writing the correct answer for either in the space provided.

1. The architectural style of the 1916 Palm Beach County Courthouse is ________________.

2. True or false, a local example of Colonial style architecture is the Town of Palm Beach Town Hall. ____________.

3. Where does the inspiration for Neo-Classical architecture come from? ________________.

4. Name two distinguishing features of a Mediterranean style building.
   ________________
   ________________

5. What is a portico? ________________________________
   Which style(s) of architecture feature the use of a portico? ________________________________

6. What is one difference between Limestone and Granite? ________________________________

7. What does it mean to restore something? ________________________________

8. True or false, the eagle crest was made from limestone found in an Indian quarry. _________

9. True or false, all of the doorknobs in the courthouse are the same ones used in 1916. _________

10. Why is it important to restore things such as building, monuments, etc?
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
1916 Palm Beach County Courthouse Architecture Worksheet

Directions: After reading the above information, answer the following questions on architecture terms. Some questions require you to fill in the blank and others require determining whether the statement is true or false—writing the correct answer for either in the space provided.

1. The architectural style of the 1916 Palm Beach County Courthouse is Neo-Classical.

2. True or false, a local example of Colonial style architecture is the Town of Palm Beach Town Hall. False-The Town Hall is an example of Mediterranean Architecture.


4. Name two distinguishing features of a Mediterranean style building. red clay tile roofs, round and pointed arched windows, and columns balconies, towers

5. What is a portico? The roof of an entrance that is supported by columns

Which style(s) of architecture feature the use of a portico? Colonial and Neo-Classical

6. What is one difference between Limestone and Granite? Limestone is a sedimentary rock and Granite is an igneous rock.

7. What does it mean to restore something? to make it the same way as it was originally built

8. True or false, the eagle crest was made from limestone found in an Indian quarry. True.

9. True or false, all of the doorknobs in the courthouse are the same ones used in 1916. False, the doorknobs were found intact but needed to be replaced to comply with ADA regulations.

10. Why is it important to restore things such as building, monuments, etc? Answers will vary from student to student.
Create-A-Pamphlet Research Project

Directions: Working either in groups or individually and follow the directions for the project.

Preservation Pamphlet: Create an educational pamphlet on the importance of preservation and restoration of local historic landmarks and sites. Be sure to include information on the 1916 Court House as well as information on other important historic sites in Palm Beach County. Include photos and/or drawings if possible. Make sure to include a separate page for all sources used (bibliography). Develop and argument defending the important of preservation and restoration in Palm Beach County.

Student Check-list:

___ Creative pamphlet completed with information and pictures/drawings
___ Information about preservation/restoration in general
___ Information about preservation/restoration of the 1916 Court House
___ An argument of why preservation/restoration in Palm Beach County is important
For Teachers

Create-A-Pamphlet Research Project

Teachers: For the above activity, encourage students to get creative with the project as a fun way to research local history and as a way to discuss the important architectural feat of the courthouse. There are several different ways to approach this assignment with both the pamphlet and the magazine article. Most important is the use of the bibliography to see that students did not simply plagiarize their assignment from the web.

A couple of suggestions for conducting the activity:

1. Have students work either independently or in groups (smaller would be better) and have them research, plan, design, and create a pamphlet. Information that should be included: Historical information from the worksheet, important architectural features of the Courthouse, an argument as to why tourists/visitors should visit the Courthouse, and is possible, photos or hand-drawn pictures of the different styles of architecture. (It might help if students were to include a photo of a Corinthian column or what the Eagle crest looks like just to have some form of reference.)

2. Have students all work on the pamphlet and have them create the document on the computer in a PDF file to be able to be shared with the whole class. Have students share their research experiences and methods of conducting research with one another to broaden their own understanding of how to research.
# Pamphlet Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>Grammar/Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>No grammatical or mechanical errors</td>
<td></td>
<td>One or two minor grammatical or mechanical errors</td>
<td>Three or four grammatical or mechanical errors</td>
<td>Five or more grammatical or mechanical errors</td>
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<tr>
<td><strong>Content/Conciseness</strong></td>
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<tr>
<td>Information is clear, informative, interesting, and is relevant to the assignment</td>
<td>Information may be laborious to read, but is relatively coherent, correct, and informative</td>
<td>Information tends to stray away from topic and information provided is incorrect or off.</td>
<td>Information provided has little to no relevance to the topic and the information provided is skeptical</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
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</tr>
<tr>
<td>Content is clearly organized and reads with a consistent flow (emphasis on chronological order)</td>
<td>Content may seem out of order or not chronologically correct, but flows</td>
<td>Content is out of order and the flow is disrupted by a random sentence or two with little to no content value</td>
<td>Content has no order whatsoever and the flow is absent; information is not clearly given</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Argument</strong></td>
<td></td>
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<tr>
<td>Argument for reason to visit or preserve is clear, concise, and convincing</td>
<td>Argument is relatively strong, with a few lagging claims for evidence</td>
<td>Argument is flawed or the argument is not clearly identifiable; may need more evidence to be convincing</td>
<td>Argument is absent from the magazine or pamphlet and there are no claims of evidence either</td>
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</tr>
</tbody>
</table>

**Grade Values:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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</thead>
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<tr>
<td>A</td>
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</tr>
<tr>
<td>B</td>
<td>13-14</td>
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<tr>
<td>C</td>
<td>11-12</td>
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<tr>
<td>D</td>
<td>9-10</td>
</tr>
<tr>
<td>F</td>
<td>8 and under</td>
</tr>
<tr>
<td>O</td>
<td>Incomplete/No Assignment turned in</td>
</tr>
</tbody>
</table>
Pre and Post Visit Lesson
1916 Palm Beach County Courthouse Architecture

Grade level
Grades 9-12

Student Target

Materials for Pre & Post Lesson
Teacher: Copies of the 1916 Palm Beach County Court House Architecture reading assignment and exercise, pen/pencil
Copies of the Create-A-Pamphlet Research Project, pen/pencil
Copies of Who’s Who in the Courtroom, pen/pencil

Vocabulary
See attached vocabulary list with definitions.

Pre-visit Warm-up Lesson (completed in classroom before visiting Richard and Pat Johnson Palm Beach County History Museum)
1. Warm-up: make copies of the 1916 Palm Beach County Court House Architecture reading assignment and activity. Distribute these to the students.

Explain to students that there are many different styles of architecture to be found where they lived. We will look at the Neo-classical style architecture for the historic 1916 Court House.

Tell students that a Neo-classical building has some or all of the following elements:

- symmetrical shape,
- tall columns that may rise the full height of the building which are often fluted and the capitals are usually ornate Ionic or Corinthian,
- triangular pediment (a low-pitched triangular gable on the front of some buildings),
- portico, domed roof.

Have students read and complete the activity, either in groups or individually. Afterwards, review it in class.

2. Pre-survey: Distribute Pre-Survey for students to complete. Explain to them that this is only to help the staff at the Richard and Pat Johnson Palm Beach County Museum determine what the students already know. Tell them they will take another survey after their field trip to show what they have learned.

Note: Please review and send a summary of the students’ surveys to the Curator of Education, Richard and Pat Johnson Palm Beach County Museum, at least one week prior to visit. For example, you may report about 95% (or 21 out of 22 students) were not able to answer Question 1; 100% of the students could not describe Neo-classical architecture. Please report this information to us so that we can tailor our tour to meet the needs of your students. Submit the survey summary by email to rmarconi@historicalsocietypbc.org; Fax to 561-832-7965; or mail to
3. **Background Information**: Provide background information about the historic 1916 Palm Beach County Court House.
   - The 1916 Court House was constructed in 1916 and opened in April 1917.
   - The building is a 40,000-square-foot, four-story building made of concrete, structural steel, brick, limestone, and terracotta block.
   - The architectural style of the Court House is Neo-classical style.
   - There is only one courtroom in the building and it was only used for ten years.
   - When you look at the front of the building, courthouse is spelled as two words, Court House. That is the way it was originally spelled in 1916. Today, it is spelled as one word, courthouse.
   - Over the years, additions had been added to the 1916 building including a 1970s wrap-around that covered the original courthouse.
   - In 2002, the Palm Beach County Board of County Commissioners agreed to save the 1916 building and spent $18.5 million dollars renovating the original building.
   - The historic Court House now houses County Government offices and the Richard and Pat Johnson Palm Beach County History Museum.

For a complete history of the 1916 PBC Court House, visit [www.pbcgov.com/courthouse/building_courthouse.htm](http://www.pbcgov.com/courthouse/building_courthouse.htm)

4. **Field Trip Behavior**: Explain to students there are a few rules they must follow on the field trip:

   - Keep voices low and be courteous to others
   - Listen carefully to the Docents during the tour
   - Walk through the galleries and watch where you are walking
   - Do not touch the exhibits except when told to do so (the interactive exhibits can be touched)
   - No running or reckless behavior (violators will be escorted out of the building)

5. **Teams**: Divide the students into two groups for the field trip. Upon arrival at the Richard and Pat Johnson Palm Beach County History Museum, the docents will take over and may start each group on a different floor. THE ARCHITECTURAL TOUR OF THE 1916 PBC COURT HOUSE IS BOTH OUTSIDE AND INSIDE.

**Main Lesson** (completed at the Richard and Pat Johnson Palm Beach County History Museum).

1. **Guided Tour**: Students participate in a guided architectural tour of the historic 1916 Palm Beach County Court House. The Docent provides background information about the history of the building and its additionschanges over time.

2. **Warm-up**: Following the background information about the Court House, students will be asked what is architectural style of the Court House.

After listening to their responses, the docent will review what the Neo-classical architectural style.
The docent will then take students on the tour and talk about and point out the different architectural elements of the Neo-classical 1916 Court House while also discussing interesting information about the history and renovation of the building.

**Note:** the tour will include a walk around the exterior and the interior of the building. When the group gets to the 3rd floor courtroom, the docent will discuss the room and where the different parties to a court trial sat and what their job was.

3. **Activity:** Review of the tour (this will be done in the courtroom).

4. **Procedures:** Docent will instruct students that while they are on the tour, listen to the docent and to pay attention as the docent points out all the architectural elements of the building. By listening and watching, they will be able to participate in the review.

5. **Wrap-up:** At the conclusion of the architectural tour of the 1916 Court House, the docent gathers the students in one group.

Docent will ask the students what they learned on the tour. Students can tell the docent and others one thing they learned.

**Post-visit Reflection Lesson** (completed in the classroom after visiting the Richard and Pat Johnson Palm Beach County History Museum)

1. **Warm-up:**
   a. Ask students to think about the Neo-classical architecture of the historic 1916 Palm Beach County Court House.

   Ask students to name some of the major elements found on a Neo-classical structure.

   b. Ask students to think about the courtroom and the major players in a court case.

   Ask students to name three of the players and what their job is.

2. **Follow-up Activity:**
   a. Make copies of the Create a Pamphlet or Magazine Article activity and distribute to each student or group.

   Have students follow the instructions to create a pamphlet or write an article for a fictional local tourist magazine. In this article or pamphlet, talk about the distinguishing architectural features of the 1916 Palm Beach County Court House.

   When students are finished, have them share their work with class. To grade the pamphlet/article, see attached Grading Rubric.

   b. Make copies of Who’s Who in the Courtroom. Distribute to each student. This activity will reinforce what they learned when they visited the courtroom during their field trip.

   Have students follow the directions: read and then answer the questions. Turn in for grading or you can have students exchange papers and grade them in class.

3. **Post-Survey:** Distribute Post Surveys for students to complete. Explain that this is to show how much the students learned on their field trip to the Johnson History Museum.

   **Note:** Please review and send a summary of the students’ surveys to the Curator of Education, Richard and Pat Johnson Palm Beach County Museum. For example, you may report about 95% (or 21 out of 22 students) were able to answer Question 1; 100% of the students could describe Neo-classical architecture. Please report this information to us so that we can tailor our tour to...
Grades 9-12

meet the needs of your students. Submit the survey summary by email to rmarconi@historicalsocietypbc.org; Fax to 561-832-7965; or mail to Historical Society of Palm Beach County, ATTN: Tony Marconi, PO Box, 4364, West Palm Beach, FL 33402.

4. Enrichment: a. Select from a list provided below a style of architecture found in Palm Beach County. Research the style you select and write a page about this the architectural style. Be sure to explain what the style is and the architectural components that make up that style of architecture.

Types of architecture in Palm Beach County include:
Mediterranean style, Colonial, Georgian, Beaux-Arts,
Frame Vernacular, Queen Anne, Bungalow, Art Deco,
Ranch, Shotgun.

After students complete the project, have them share it with the class.

b. Students can learn more about Neo-classical architecture by completing Constructing a Neo-classical Structure activity.

Make copies of Constructing a Neo-Classical Structure and distribute to groups of students.

Working in groups, research the features of a Neo-classical structure, referencing the 1916 Palm Beach County Court House worksheet and other available materials online or in the library. The goal of the project is to either create an elaborate 2-D drawing or minimal 3-D structure based on the criteria for Neo-classical architecture.

After completing the assignment, have students present their work in class.

Assessment
Pre and Post Surveys, student worksheet from field trip, Who’s Who in the Courtroom, and Create-A-Pamphlet project.

Attachments
Pre and Post Surveys
Vocabulary
1916 Palm Beach County Court House Material
Create a Pamphlet or Magazine Article
Who’s Who in the Courtroom
Constructing a Neo-Classical Structure
Pre-visit Survey

Name ___________________________________  Date ___________________

1. Have you ever visited the Richard and Pat Johnson Palm Beach County History Museum and the historic 1916 Palm Beach County Court House?  YES  NO

2. What do you know about the history of the 1916 Court House?

________________________________________________________________________
________________________________________________________________________

3. Can you describe the architectural style of the 1916 Court House?

________________________________________________________________________
________________________________________________________________________

4. Describe the Corinthian style capital.

________________________________________________________________________
________________________________________________________________________

5. How many courtrooms are in the 1916 Court House? ___________________________

6. What is now housed in the 1916 Court House?

________________________________________________________________________
________________________________________________________________________

7. What s the job of the prosecution?

________________________________________________________________________
________________________________________________________________________
Post-visit Survey

Name _______________________________ Date __________________

1. Have you ever visited the Richard and Pat Johnson Palm Beach County History Museum and the historic 1916 Palm Beach County Court House?  YES  NO

2. What do you know about the history of the 1916 Court House?

________________________________________________________________________

________________________________________________________________________

3. Can you describe the architectural style of the 1916 Court House?

________________________________________________________________________

________________________________________________________________________

4. Describe the Corinthian style capital.

________________________________________________________________________

________________________________________________________________________

5. How many courtrooms are in the 1916 Court House? ___________________________

6. Who occupies the 1916 Court House now?

________________________________________________________________________

________________________________________________________________________

7. What is the job of the prosecution?

________________________________________________________________________

________________________________________________________________________
Vocabulary

Annex
A building joined to or associated with a main building.

Architecture
The style of buildings; the profession of designed buildings and open areas.

Architrave
The architrave is part of the entablature, which rests above the capital of a column. Originally it was a beam (Latin trabs, whence -trave) running from support to support. The architrave is the lowest of the three parts of the entablature.

Awning
A sheet of canvas or similar material stretched on a frame and used to shelter a shop window or doorway.

Architectural Tour 2014

Capital
The distinct, broader section at the head (top) of a pillar or column. Three styles: Ionic, Doric, Corinthian.

Column
An upright pillar supporting an arch or other structure.

Cornice
An ornamental molding around the wall of a room, just below the ceiling.

Cornerstone
A stone that forms the base of a corner of a building, joining two walls.

Corridor
A long passage, or hallway, from which doors lead into rooms.

Demolition
To tear down, destroy, destruction.

Dentil
Series of small tooth-like rectangular blocks used as a decoration under the molding of a cornice.

Entablature
Refers to the superstructure of moldings and bands, which lie horizontally above columns, resting on their capitals. Entablatures are commonly divided into the architrave, frieze, and cornice.

Exterior
On the outer surface, outside of something.

Façade
Outward appearance, the principal front of a building.

Flemish Bond
A brick pattern made using alternating stretchers and headers, with the headers of each row centered on the stretchers of the row below. This style of pattern is very strong.

Granite
A hard, granular igneous rock.

Interior
Within or inside.

Keystone
A central stone at the summit of an arch, locking the whole together.

Landmark
A building or site that is associated with an historical event or place.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Limestone</strong></td>
<td>A hard sedimentary rock</td>
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<tr>
<td><strong>Mezzanine</strong></td>
<td>A balcony in a theater or the front rows of a balcony</td>
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<tr>
<td><strong>Mosaic</strong></td>
<td>A picture or pattern produced by arranging small pieces of colored stone, tile, or glass.</td>
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<tr>
<td><strong>Neo-Classical style</strong></td>
<td>A type of architecture. These kinds of buildings are usually box-like shapes with classical features, like Greek columns.</td>
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<tr>
<td><strong>Pediment</strong></td>
<td>The triangular upper part of the front of a classical building.</td>
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<tr>
<td><strong>Plinth block</strong></td>
<td>A block or slab on which a pedestal, column, or statue is placed.</td>
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<tr>
<td><strong>Portico</strong></td>
<td>A roof supported by columns at regular intervals.</td>
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<tr>
<td><strong>Preservation</strong></td>
<td>To preserve, to keep as is; to maintain a structure in its original or existing condition.</td>
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<tr>
<td><strong>Restoration</strong></td>
<td>To restore a structure to the way it was originally built.</td>
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<tr>
<td><strong>Sash Window</strong></td>
<td>A window formed with frames that slide up and down</td>
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<tr>
<td><strong>Symmetrical</strong></td>
<td>Made up of exactly similar parts facing each other or around an axis.</td>
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<tr>
<td><strong>Volute</strong></td>
<td>A spiral scroll used in Corinthian capitals.</td>
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<tr>
<td><strong>Wainscot</strong></td>
<td>An area of paneling on the lower part of the walls of a room.</td>
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Directions: Read about the different styles of architecture and distinguishing characteristics of the architecture of the original 1916 Courthouse and then complete the activity below.

By definition, the word “architecture” means the art or practice of designing buildings. It also is used as an adjective to describe the complexity of a structure. There are several different types of architectural style, including but not limited to: Mediterranean style, Colonial style, and Neo-Classical.

**Mediterranean** architectural style originated near the Mediterranean Sea in countries such as Italy or Spain. Some common features of a Mediterranean style building include: red clay tile roofs, round and pointed arched windows, and columns. Mediterranean architecture can have such features as balconies, towers, etc. A local example of the Mediterranean architecture is the Town of Palm Beach Town Hall building.

**Colonial** architectural styled buildings originated in Palm Beach with large two-story wooden cottages. Colonial architecture is distinguishable by its large windows and shutters with a front door that has either a front porch or a portico. A Colonial style building is also symmetrical and can occasionally feature a pediment (a little roof) over the front door as well.

The **Neo-Classical** architectural style pulls from traits of the Mediterranean and Colonial styled architecture. The 1916 Palm Beach County Courthouse is described as a Neo-classical, meaning the inspiration for the design of the building came from ancient Greece and Rome. A Neo-classical building will often have distinguishing features such as: tall columns, a triangular pediment, and will often have dentils and pediments (see below for definitions) and a portico.

In order to maintain the same Neo-classical architecture of 1916, people worked hard to restore the building to its original structure. To **restore** a structure means to make it the same way as it was originally built. However, the process of restoring the courthouse would be very difficult because the wrap-around constructed in 1972 was still entombing the 1916 structure. It took a very careful team to breakdown the wrap-around without destroying the 1916 structure underneath.

What is so unique about the restored 1916 courthouse is how much of the architecture and distinguishing features both inside and out are from the original 1916 building. All of the columns currently used on the restored courthouse were the original columns used for the 1916 courthouse and 1927 annex of the courthouse. During the wrap-around construction, the columns were taken to two local graveyards and kept perfectly in-tact over the course of thirty years before being brought back to the courthouse to be used on the North, South, and West entrances and exits to the courthouse.
Also, most of the outside bricks are from the original structure as well. Inside the building all of the mosaic tile floors are from the 1916 building, only small patches had to be replaced with the same original tiling from the 1927 Annex. Luckily, the company in charge of restoring the Court House was able to find a company to match the same color of brick as the original bricks because the early method of drying the color on the bricks was done with a kiln, and is now an outdated method. The bricks may be matching in color, but look close examination will reveal a size difference between the original brick and the replicated brick. Lastly, the doorknobs throughout the building were found completely intact but had to be replaced to comply with ADA regulations. Most of what is seen in the courthouse today existed in 1916.

Some of the distinguishing features on the 1916 Courthouse include tall columns, Corinthian style capitals, volutes, porticos, and pediments.

A Column is a tall upright pillar used to support and arch or another structure and there are four columns at three of the four entrances to the 1916 courthouse.

On the top of each of the columns is a Capital, which is the broader section of the column that is decorating the top of the column and is used to help provide structural support for an arch. Some capitals can be as simple as a wooden block, sometimes referred to as an abacus style or as elaborate as a Corinthian style. The 1916 courthouse capitals have a Corinthian style, meaning the capitals appear bell-shaped and have volutes (a spiral scroll) and rows of leaves and are elaborately decorated.

A Portico is the roof of an entrance that is supported by columns. The triangular shape directly above the entrance is often referred to as the pediment, which can be seen above in the 1916 Courthouse photo. The pediment is usually constructed as a dentil, meaning it used series of small tooth-like rectangular blocks used as a decoration under the molding of a cornice.

A few other important characteristics of the 1916 Courthouse include the various materials the building is made of. Parts of the courthouse, including the base stone is made of Granite, a hard granular igneous rock, and other parts of the courthouse, such as the eagle crest on the front of the building is made of Limestone, a hard sedimentary rock. The eagle is one feature of the courthouse that had to be reconstructed because the original crest was broken. The limestone used to create the eagle was found and transported from the quarry the original limestone was found in Indiana.

Even inside the courthouse, specifically in the Courtroom, several components of the room were originally found in the 1916 courthouse, but much of the material had to be replicated.

Some important things to take note of include:

- One-third of the original maple wood flooring was found intact underneath the flooring installed. The floor found behind the bar was all original Maplewood found in the 1916 courtroom.
  - 1,035 sq. feet of original 1916 wood flooring exists in the court room
- 99% of all windows for the courthouse were found completely in-tact. The ones in the courtroom were replaced with 37 new Impact glass wood framed windows to help prevent Hurricane damage.
- About 50% of the original ceiling was intact, and during the restoration process, the ceiling and plaster moldings were replaced.
The original paint color of the room was found after workers peeled off layers of paint—the color was then matched and repainted to match the colors used in the original courtroom.

The actual reconstruction of the courtroom was difficult because very few photos were actually taken of the courtroom before the additions were added, thus making it difficult to restore the room to its original structure. Courthouses from the same period were used to help determine how the courtroom would have looked.
Activity: Create a Pamphlet or Magazine Article

Directions: Working either in groups or individually, create a pamphlet or a magazine article for a fictional local tourist magazine. In this article or pamphlet, talk about the distinguishing architectural features of the 1916 Palm Beach County Court House. Be sure to include photos, if possible, as well as information visitors to the area would be interested in knowing. Conduct research of the Court House and be sure to include a separate page for all sources used (bibliography). Discuss why tourists and visitors should make a trip to the Court House and see the Neo-classical architecture.
Activity: Create a Pamphlet or Magazine Article

For Teachers

Teachers: For the above activity, encourage students to get creative with the project as a fun way to research local history and as a way to discuss the important architectural feat of the courthouse. There are several different ways to approach this assignment with both the pamphlet and the magazine article. Most important is the use of the bibliography to see that students did not simply plagiarize their assignment from the web.

A couple of suggestions for conducting the activity:

1. Have students work either independently or in groups (smaller would be better) and have them research, plan, design, and create a pamphlet or magazine article. Information that should be included: Historical information from the worksheet, important architectural features of the Court House, an argument as to why tourists/visitors should visit the Court House, and is possible, photos or hand-drawn pictures of the different styles of architecture. (It might help if students were to include a photo a two of a Corinthian column or what the eagle crest looks like just to have some form of reference.)

2. Have students all work on the pamphlet or on the magazine article and have them create the document on the computer in a PDF file to be able to be shared with the whole class. Have students share their research experiences and methods of conducting research with one another to broaden their own understanding of how to research.
# Magazine Article/Pamphlet Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
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<tr>
<td><strong>Grammar/Mechanics</strong></td>
<td>No grammatical or mechanical errors</td>
<td>One or two minor grammatical or mechanical errors</td>
<td>Three or four grammatical or mechanical errors</td>
<td>Five or more grammatical or mechanical errors</td>
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<tr>
<td><strong>Content/Conciseness</strong></td>
<td>Information is clear, informative, interesting, and is relevant to the assignment</td>
<td>Information may be laborious to read, but is relatively coherent, correct, and informative</td>
<td>Information tends to stray away from topic and information provided is incorrect or off.</td>
<td>Information provided has little to no relevance to the topic and the information provided is skeptical</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Content is clearly organized and reads with a consistent flow (emphasis on chronological order)</td>
<td>Content may seem out of order or not chronologically correct, but flows</td>
<td>Content is out of order and the flow is disrupted by a random sentence or two with little to no content value</td>
<td>Content has no order whatsoever and the flow is absent; information is not clearly given</td>
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<tr>
<td><strong>Argument</strong></td>
<td>Argument for reason to visit is clear, concise, and convincing</td>
<td>Argument is relatively strong, with a few lagging claims for evidence</td>
<td>Argument is flawed or the argument is not clearly identifiable; may need more evidence to be convincing</td>
<td>Argument is absent from the magazine or pamphlet and there are no claims of evidence either</td>
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**Teacher Comments:**

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### Grade Values:

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Constructing a Neo-Classical Structure

Directions: Working in groups, research the features of a Neo-classical structure, referencing the 1916 Palm Beach County Court House worksheet and other available materials online or in the library. The goal of the project is to either create an elaborate 2-D drawing or minimal 3-D structure based on the criteria for Neo-classical architecture. There are several examples to pull from, including but not limited to the 1916 Palm Beach County Court House, the White House, the Roman Pantheon, and the American Red Cross National Headquarters.

Criteria:

2-D Drawing: Create your own design for a Neo-Classical architectural structure in drawing form. Be sure to identify what the building is and be able to explain the importance of why the chosen building identity should be justified as having a Neo-Classical structure. (Example—the White House should be structured with a Neo-Classical style because current practicing democracy was framed around Roman/Grecian form of democracy, thus relating ancient practices of government with modern day governmental practices.)

- Include a drawing no larger than 1’ by 2’
- Draw/sketch in Neo-Classical architectural features
- Be sure to neatly label the Neo-Classical architectural features (portico, etc.)
- Make the drawing in black in white
- Be detailed, neat, precise
- You must include a drawing for each side of the building— including North, South, East, and West views of the building

3-D Structure: Create your own design for a Neo-Classical architectural structure. Be sure to identify what the building is and be able to explain the importance of why the chosen building identity should be justified as having a Neo-Classical structure. (Example—the White House should be structured with a Neo-Classical style because current practicing democracy was framed around Roman/Grecian form of democracy, thus relating ancient practices of government with modern day governmental practices.)

- Create the structure so it stands no larger than 1’ high and 2’ wide
- Create the structure out of available and cheap (price) materials, such as toothpicks, clothespins, tape, glue, etc.
- Be sure to neatly secure the structure and make sure it does not fall apart easily
- Create a card identify the different Neo-Classical features on the structure (i.e. if you have a portico, write on the card “there is a portico above the entrance on the front side of the building”, saying both where the portico is on the structure and what the Neo-Classical feature is) OR neatly write portico on a small slip of paper and glue it to the portico on the 3-D structure

After having either created the 2-D drawing or 3-D structure, write a few brief paragraphs on the importance of restoration and preservation. Reflecting on the work you have done, imagine if someone were to destroy what you have created by taking pieces off the structure or erasing important features of the drawing. Imagine being the lead architect of the 1916 Palm Beach County Courthouse and take a moment to reflect on why it is important to preserve the architecture of the courthouse and then in general, why restoration processes on historic buildings are important today.
Grades 9-12

**Remember**: Include a bibliography of the sources used for research on Neo-Classical Architecture

Student Checklist:

___ Bibliography of sources used

___ Neatly labeled Neo-Classical features on either 2-D or 3-D project

___ Paragraph (or a few sentences) justifying what building is being constructed and why it should have Neo-Classical features. (See White House paragraph above)

___ Few paragraphs on argument for restoration/preservation
Constructing a Neo-Classical Structure

For Teachers

Teachers: There are several ways to approach completing the above assignment. Encourage half the class to complete a 2-D drawing and the other half of the class to complete a 3-D drawing to create some variety with the project. This is the perfect way for students to use some form of arts and crafts combined with research as well as possibly writing a paper or giving a presentation, acting as if they were architects bidding to build a building within the city.

A couple of suggestions for conducting the activity:

1. Have students form into smaller groups, about 2-4 would be ideal. Have students randomly select if their group will be doing a 2-D structure or a 3-D structure and then have them conduct their research outside of the classroom, either in the library or at home. (This is a very important tool they will utilize once they get to college or begin working professionally, taking time out of class to conduct research.) Have the students simply present an argument in a written format alongside their justification for preservation and restoration.

2. Following the same idea as above, grouping students off and randomly selecting and having them research outside of the classroom, but instead of having everything be solely in a written format, have each group give a 10-15 minute presentation on what they have constructed or drawn. Each group member should be allowed to speak. In their presentation they should include their argument for why they chose their building, such as a restaurant, to be structured in a Neo-classical style. The arguments should be creative but also educational. (Attempting to justify why a fast-food joint should have porticos and pediments would be far more difficult and superfluous than attempting to justify a government building.) Then have students turn in their paragraphs for their justification on preservation and restoration. During the presentation, students can point out on the drawing or the structure the different Neo-classical structural designs they made and then prompt justification for why they used them.
# Argument on Building Identity and Preservation Justification

## Grading Rubric

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<tr>
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<tr>
<td><strong>Length</strong></td>
<td>Length is precisely: a couple of sentences of Argument on identity and a few paragraphs on preservation—no longer than one page</td>
<td>Length ranges from three-fourths of a page to being over a page in length; argument is longer than necessary and preservation justification is over repetitive</td>
<td>Length is one-half of a page to three-fourths of a page or one-half over the page limit; argument needs to be re-adjusted and the justification may need to be toned better</td>
<td>Length comes no where near the one page limit (either under one-half page or over two pages); argument should be re-worked and the justification should be analyzed for clarity</td>
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## Grading Rubric for 2-D Drawing

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<tr>
<td><strong>Drawing</strong></td>
<td>All parts of the building are clearly identifiable; no noticeable eraser markers, no cross-outs</td>
<td>Most of the building is identifiable; some eraser marks might be visible or a stray pen mark or two</td>
<td>The building is very sloppy and hard to distinguish among certain parts; eraser marks or stray pen marks present</td>
<td>The building is not identifiable; structural features are not labeled and eraser marks and stray pen marks cover the paper</td>
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<tr>
<td><strong>Originality</strong></td>
<td>The building does not fully replicated another—i.e. it is clear it was not modeled exactly off a prominent neo-classical structure; very original</td>
<td>Certain features such as an entire side, minus a feature or two replicate that of another prominent neo-classical structure; semi-original</td>
<td>The building seems to be identical to several other prominent buildings; appears to not be the total original work of the creators</td>
<td>The building is clearly a replica of another prominent neo-classical structure; barely any original thought on the part of the creators</td>
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<tr>
<td><strong>Perspective</strong></td>
<td>All four sides of the building N, E, S, W are clearly indicated on the different papers, showing a perfect all-around view of the building</td>
<td>Three, maybe four sides, of the building, N, E, S, W, are indicated, but maybe not all of the views indicated a perfect view of the entire building</td>
<td>One or two views of the building are absent, and the entire perspective of the building is not seen throughout the various pages</td>
<td>Only one view is given of the building, giving a limited view of the building.</td>
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### Grading Rubric for Presentation

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<td>were presenting on and</td>
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<tr>
<td>had difficulty speaking</td>
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<tr>
<td>on their topic</td>
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<tr>
<td><strong>Content/Conciseness</strong></td>
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<tr>
<td>Information is clear,</td>
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<tr>
<td>informative, interesting,</td>
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<tr>
<td>and is relevant to the</td>
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<tr>
<td>assignment</td>
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<tr>
<td>Information may be</td>
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<td>laborious to read, but is</td>
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<td>relatively coherent,</td>
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<td>correct, and informative</td>
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<td>Information tends to</td>
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<td>stray away from topic and</td>
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<td>information provided is</td>
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<td>incorrect or off.</td>
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<td>Information provided has</td>
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<td>the topic and the</td>
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<td><strong>Articulation</strong></td>
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<tr>
<td>Speakers spoke completely</td>
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<tr>
<td>with &quot;uhs&quot; or &quot;ums&quot; and</td>
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<td>did not move uncontrollab</td>
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<td>ly while presenting</td>
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<td>A speaker or two may have</td>
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<tr>
<td>spoken an &quot;uh&quot; or &quot;um&quot;</td>
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<tr>
<td>and may have been</td>
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<td>slightly fidgety</td>
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<td>A majority of the</td>
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<tr>
<td>speakers spoke using &quot;uhs&quot;</td>
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<tr>
<td>or &quot;ums&quot; and more than</td>
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<tr>
<td>one of the speakers made</td>
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<td>nervous movements</td>
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<td>throughout the presentation</td>
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<td>The speakers were unable</td>
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<td>to complete the</td>
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<td>presentation without</td>
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<td>constant nervous</td>
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<td>movement and speaking</td>
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<td>&quot;uhs&quot; and &quot;ums&quot;</td>
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<td><strong>Time/Length</strong></td>
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<td>Timed perfectly to be</td>
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<td>within the time allotted</td>
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<td>which is ______ minutes</td>
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<td>Time ran just under by a</td>
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<tr>
<td>minute or just over by a</td>
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<tr>
<td>minute</td>
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<td>Time of the presentation</td>
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<td>went more than two</td>
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<tr>
<td>minutes under OR over the</td>
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<td>Time of the presentation</td>
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<td>did not make it half way</td>
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<td>of the allotted time or</td>
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<td>went more than five</td>
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<td>minutes over</td>
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Grade Values:

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<th>Grade</th>
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<td>13-14</td>
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<td>C</td>
<td>11-12</td>
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<td>D</td>
<td>9-10</td>
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<tr>
<td>F</td>
<td>8 and under</td>
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<tr>
<td>O</td>
<td>No presentation given</td>
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