



Preserving Local History



BEAUMONT
Heritage Society

Beaumont Builders

200 Years of
Southeast Texas
Residential
Architecture

A Unit of Study designed for
High School Building Trades and
Construction Technology Courses in
Career and Technology Education

Part of Beaumont Heritage Society's Educational Department

Beaumont Builders

200 Years of Southeast Texas Residential Architecture

ACKNOWLEDGMENTS

Beaumont Heritage Society, including the Chambers House Museum and the John Jay French Museum Staff, wishes to acknowledge The Children's Museum of Indianapolis for their assistance in the development of this unit of study. Special thanks to the C. Homer and Edith Fuller Chambers Foundation and the Beaumont Heritage Society Board of Directors.



BEAUMONT
Heritage Society

The Beaumont Heritage Society is a non-profit, organized for educational and civic purposes to preserve and interpret the historic collections of the John Jay French House Museum and the Chambers House Museum to foster a connection to Beaumont's history and inspire others to value preservation and heritage for the benefit of the community.

Our organization has been in existence since 1967 when concerned citizens saw the need to curb the rampant destruction of historic structures in the city. At that time, with a matching grant from the Beaumont Junior League, we acquired and restored the John Jay French House, which now operates as a unique museum to demonstrate the life of a prosperous Texas pioneer family from 1845 to 1865. The historic pioneer settlement, built by John Jay French, tanner, and merchant, is replete with antique furnishings, clothing, and pioneer household utensils. Outbuildings on the grounds include a blacksmith shop, tannery, privy, and smokehouse.

In 1990, the Society acquired the David French House, circa 1850, which now serves as offices. Our most recent project is our second historical house museum, the Chambers House. We oversaw the restoration of the Chambers House and it opened for tours in May of 2007.

We have also been responsible for helping develop several preservation programs and saving historic buildings that were slated for demolition. In addition to our general museum services, we also provide Christmas tours at both museums; "Camp Lookinback" summer camp; Heritage Happy Hour; Our annual Pumpkin Walk; Easter Egg Hunt; and other miscellaneous events and services.

The Beaumont Heritage Society will continue to work to be a strong voice for the preservation of the community and a resource for historical education.

Field trips to the museums can be arranged by calling (409) 832-4010 or (409) 898-0348. To plan your visit or learn more about educational opportunities, visit the education section of our website: www.beaumontheritage.org

Beaumont Builders

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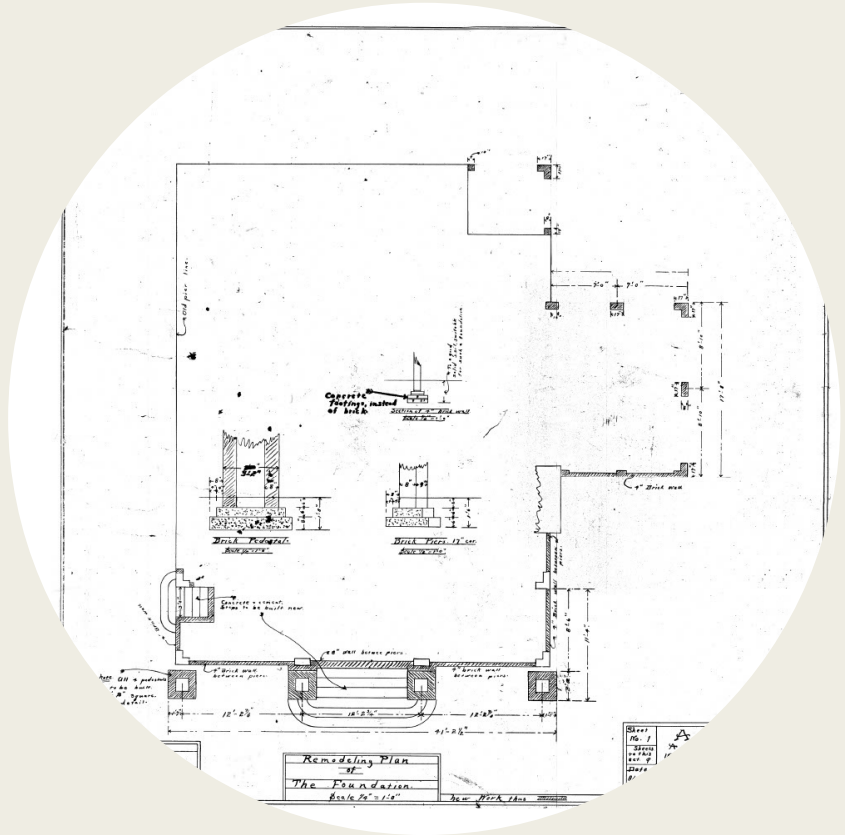
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Photos: the John Jay French Museum and the Chambers House Museum

Beaumont Builders

200 Years of Southeast Texas Residential Architecture



ESSENTIAL QUESTION: How does the built environment of Beaumont, TX impact and reflect culture?

Welcome to a captivating exploration of “Beaumont Builders: 200 Years of Southeast Texas Residential Architecture.” In this immersive unit, we delve deep into the architectural tapestry that has woven Beaumont, Texas into a living testament to its rich history and culture.

From the pioneer days of 1845–1865 to the transformative era at the turn of the 20th century and the world wars that followed, Beaumont’s built environment has not only reflected but also profoundly shaped its cultural identity. This journey through time offers a unique lens through which we can examine the evolving face of this vibrant Southeast Texas city.

In the early days, Beaumont’s architecture bore witness to the trials and triumphs of its pioneer settlers, revealing their resourcefulness and spirit. As we progress through the decades, we’ll witness the emergence of architectural styles that mirror the city’s growth, from the intricate detailing of Victorian homes to the practicality of early 20th-century design.

Moreover, the impact of the two world wars left an indelible mark on Beaumont’s architectural landscape, reflecting the nation’s collective response to global events.

Join us as we uncover the stories behind these architectural treasures and gain a deeper understanding of how Beaumont’s homes, streets, and neighborhoods have been both a canvas and a mirror, reflecting the unique blend of cultures and histories that have shaped this remarkable city over 200 years.

Prepare to be transported through time and discover the rich legacy of Beaumont’s builders, the structures they crafted, and the cultural tapestry they wove into the very fabric of our community.

LESSON 1:**Architectural Styles and Historical Context**

Students will learn about various architectural styles and their historical significance, with a focus on the evolution of residential architecture in Southeast Texas. Students will receive an overview of architectural styles commonly found in the region, such as Victorian, Colonial Revival, and Greek Revival while discussing the historical context and societal influences that led to the adoption of these styles.

Students will identify architectural elements, styles, and materials used in the 1845 John Jay French Museum and the 1907 Chambers House Museum, then compare and contrast the architectural features of both homes and relate them to the broader historical context of Southeast Texas.

Students may later present a report on the architectural styles they observed during the visit, highlighting the significance of these styles in the context of Beaumont's history. This will help them appreciate the practical applications of architectural knowledge in construction and contracting.

LESSON 2:**Preservation and Restoration Techniques**

Students will familiarize themselves with preservation and restoration techniques used in maintaining historic homes, emphasizing the importance of preserving historical integrity.

Beaumont Heritage Society will introduce the concepts of preservation and restoration, discuss the challenges and ethical considerations involved in working on historic properties, and provide examples of successful restoration projects, both locally and nationally.

Students will observe the preservation efforts and restoration work that has been done, including the specific techniques and materials used to maintain the authenticity of the homes while ensuring structural integrity.

Students may later research a historic preservation or restoration project and present their findings, including the techniques and materials used and a reflection on the importance of preserving historical buildings in their future careers.

LESSON 3:**Blueprint Reading and Construction Planning**

Students will practice essential skills in reading architectural blueprints and planning construction projects, enabling them to become effective contractors.

Students will review the basics of reading architectural blueprints, including understanding scale, symbols, and measurements. They will be provided with a blueprint of the Chambers House and will be guided in identifying key features.

Students will visualize how the architectural elements and features they observe would be represented on a blueprint, taking notes on design elements that stand out to them.

Students may later create their own simplified blueprints for a residential structure, incorporating elements they observed during the historic home visit. Through this, they will learn the process of planning a construction project, from initial design to material selection and cost estimation.

Preserving Our Heritage

Studying the architecture of historic homes, such as the 1845 pioneer home and the 1907 colonial home in Beaumont, Texas, necessitates delving into the cultural and historical context of their construction. These homes are not just physical structures; they are windows into the past, reflecting the values, norms, and power dynamics of their respective eras. To comprehensively understand them, one must be prepared to explore and acknowledge uncomfortable topics, including racism, sexism, and classism, which played significant roles in shaping the architecture of the time.

First and foremost, racism was deeply entrenched in American society during the 19th and early 20th centuries. In the architectural choices made for these homes, we may find evidence of racial segregation and discrimination. This could manifest in the physical layout of the homes, with provisions for the maid's quarters and segregated spaces, reflecting the racial hierarchies of the time. The choice of building materials and architectural styles may also reveal racial biases, as certain materials or designs were associated with specific racial or ethnic groups.

Similarly, sexism was prevalent during these periods, and the architecture of homes often reinforced gender roles and expectations. Floor plans, room layouts, and interior designs may reflect traditional gender divisions, with separate spaces for men and women. Additionally, the absence or presence of certain features, like kitchens or libraries, could signify the extent to which gender norms were upheld or challenged within the household.



Margaret "Maggie" Huff, maternal aunt to C. Homer Chambers

Classism, too, played a pivotal role in shaping the architecture of these homes, as they were constructed by affluent families. The size, grandeur, and opulence of the homes may convey the wealth and social status of their owners. However, it's important to recognize that these homes also relied on the labor of lower-income individuals, often with little acknowledgment or compensation. The architectural choices, such as the presence of the maid's quarters, can provide insights into the class divisions of the time.

Studying these uncomfortable topics in the context of residential architecture helps us appreciate the complexities of history. It reminds us that architecture is not just about aesthetics and design but is deeply intertwined with societal values and power dynamics. By confronting these uncomfortable truths, we gain a more nuanced understanding of the past, allowing us to learn from it and work towards a more inclusive and equitable future. Ultimately, this knowledge equips us to be more conscious and responsible stewards of our architectural heritage, ensuring that we preserve not only the physical structures but also the stories and lessons they carry from generations past.

LESSON ONE

Architectural Styles and Historical Context

Experience 1

PROCEDURES

Watch the following videos on YouTube to introduce or reiterate the descriptions of the Victorian, Colonial Revival, and Greek Revival styles of architecture. Print several copies of page 8 and have students answer the questions as they watch.



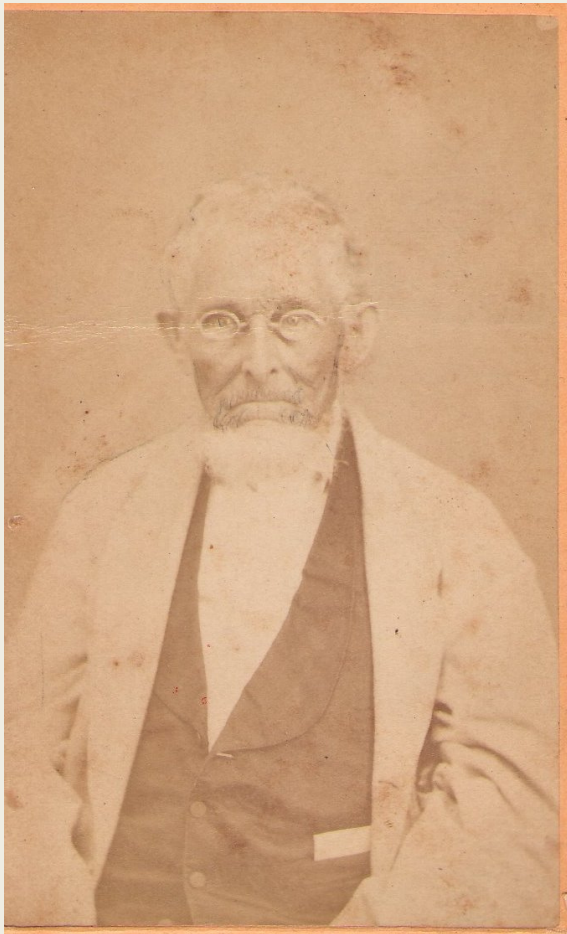
- *"Building with History" - Colonial Revival Style*
- *"Building with History" - Colonial Revival Style - Workshop Edition*
- *Why Victorian Houses Look Like They Do*
- *Greek Revival Part 1- The History of This Style*

Explain to the students that the Victorian, Colonial Revival, and Greek Revival styles of architecture are all present in Southeast Texas and that there are even many houses that display more than one style simultaneously.

Display the pictures on the next pages which represent each of the three named styles.

Have the class name which style they think is represented by each picture.

Review the answers written on page 8 together before having the students turn them in. You may decide to grade according to completion or correct answers. Return to the students for future notes/resources for reference.



John Jay French, Sr.



Sanders - McNeil House
479 Pine St, Beaumont, TX

Which style is this?

- A) Colonial Revival B) Victorian C) Greek Revival



Local Home
2585 Long Ave, Beaumont, TX

Which style is this?

- A) Colonial Revival B) Victorian C) Greek Revival



Jack Brooks Federal Building
300 Willow St, Beaumont, TX

Which style is this?

- A) Colonial Revival B) Victorian C) Greek Revival

Architectural Style and History Questions

NAME: _____

PERIOD: _____

1. During what years were each of the styles popular?

Victorian _____

Colonial Revival _____

Greek Revival _____

2. What is a “revival?”

3. What is the term “Victorian” in reference to?

4. What in history and society encouraged the adoption of these styles?

5. Match the name of the style to the description.

Victorian ---

Colonial Revival ---

Greek Revival ---

a. fluting, symmetrical windows, ellipses

b. resembles stone, flat, large columns

c. carvings, ornate detail, machine-made

LESSON ONE

Architectural Styles and Historical Context

Experience 2

Chambers Hardware Store, Pearl St. Beaumont TX



PROCEDURES

We will print several copies of page 10 for students to take notes on the day of the trip to visit both museums. We have plenty of clipboards for students to use.

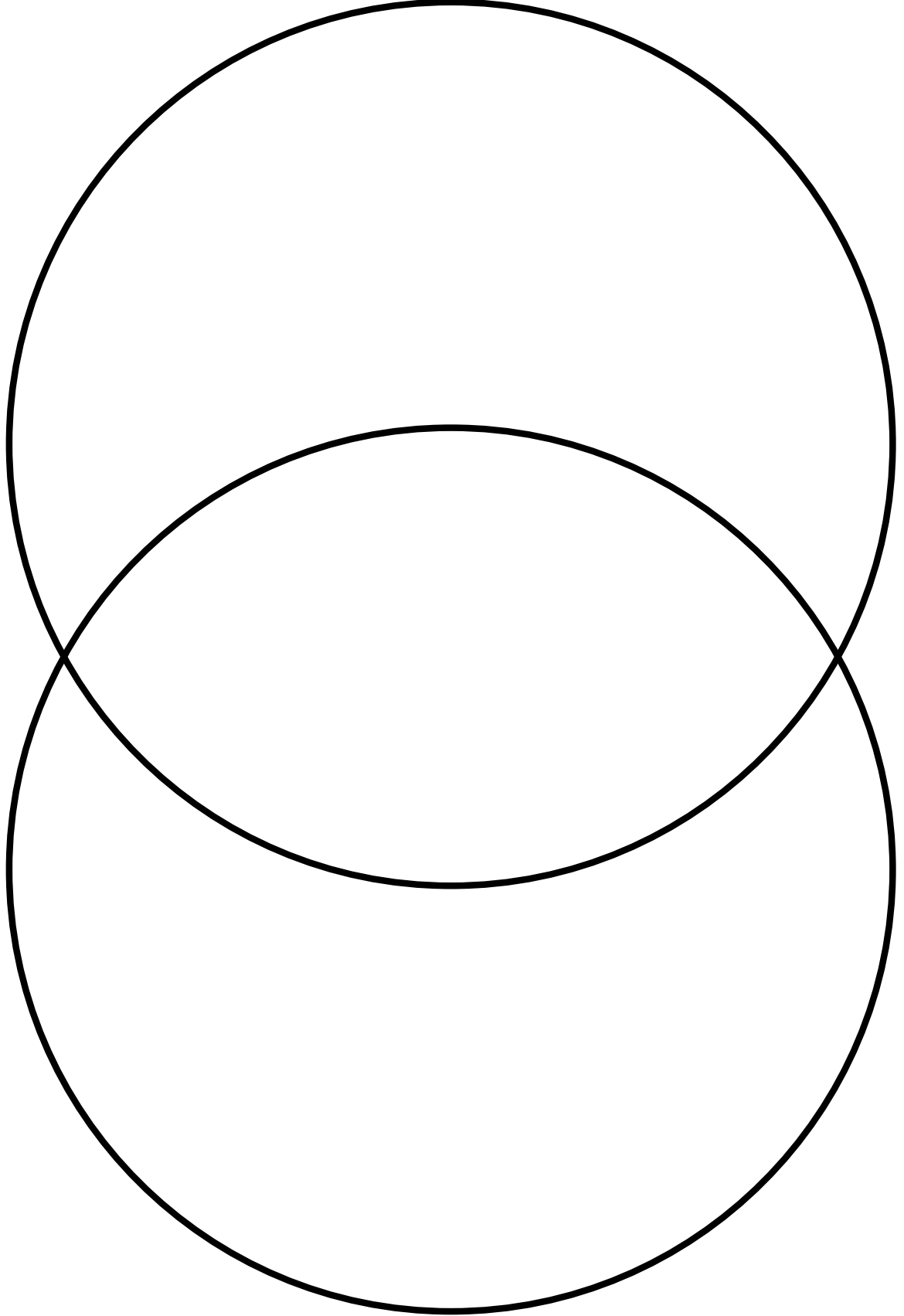
Instruct the students that they will use the pages to identify architectural elements, styles, and materials used in both the 1845 John Jay French Museum and the 1907 Chambers House Museum.

At the end of both tours, students will be told to compare and contrast the architectural features of both homes and relate them to the broader historical context of Southeast Texas.

Architectural Elements

Design Elements

Architectural Elements Compare and Contrast



Chambers

French

Architectural Elements Findings

What have you deduced or discovered about the architectural elements of the **Chambers House Museum?** What sorts of influences are prevalent? What do you know about the family/builders that would make sense of these choices?

What have you deduced or discovered about the architectural elements of the **John Jay French Museum?** What sorts of influences are prevalent? What do you know about the family/builders that would make sense of these choices?

LESSON ONE

Architectural Styles and Historical Context

Experience 3

PROCEDURES

Following your visit to the John Jay French Museum and Chambers House Museum, you may decide to round out this unit by having students present a report on the architectural styles they observed during the visit, highlighting the significance of these styles in the context of Beaumont's history. This will help them appreciate the practical applications of architectural knowledge in construction and contracting.

This assignment may be done using PowerPoint, Google Slides, Canva, Prezi, or other presentation software. A completed example rubric is included on page 14. We advise that teachers include a speaking component to the presentation where appropriate, barring any IEPs or other written accommodations that prevent a student from being able to do so. Successful contractors and builders must be able to effectively communicate with customers in their line of work. The ability to explain services rendered and keep a level head when the unexpected undoubtedly happens will be an invaluable skill. That begins in the classroom.

John Jay French House, prior to restoration.



Architectural Elements Project Rubric

Criteria for Evaluation:

Content (50 points)

Understanding of Architectural Styles (20 points):

- Little or no understanding of Victorian, Colonial Revival, and Greek Revival styles (0-7 points).
- Some understanding of the styles but lacks depth and detail (8-14 points).
- Comprehensive understanding of the styles, including key characteristics and elements (15-20 points).

Significance in Local History (20 points):

- Fails to connect architectural styles to the history of Southeast Texas (0-7 points).
- Makes some connections but lacks depth and historical context (8-14 points).
- Clearly articulates the significance of the styles in Southeast Texas history with historical examples (15-20 points).

Quality of Visual Presentation (10 points):

- Poor use of visuals, cluttered slides, or limited use of relevant images (0-3 points).
- Adequate visuals but could be more engaging and informative (4-6 points).
- Visuals are engaging, relevant, and enhance the presentation (7-10 points).

Delivery (30 points)

Speaking Skills (15 points):

- Ineffective communication, frequent stumbling, and poor articulation (0-5 points).
- Adequate speaking skills but occasional hesitations or unclear delivery (6-10 points).
- Confident, clear, and engaging presentation with effective communication (11-15 points).

Engagement (15 points):

- Fails to engage the audience; lacks enthusiasm (0-5 points).
- Some attempts to engage the audience, but limited enthusiasm (6-10 points).
- Highly engaging presentation, captures the audience's interest, and maintains their attention (11-15 points).

Technical Proficiency (10 points)

Effective Use of Presentation Software (10 points):

- Struggles to use the chosen presentation software effectively (0-3 points).
- Basic proficiency but may encounter technical issues (4-6 points).
- Proficient use of the software with smooth transitions and effective multimedia elements (7-10 points).

Overall Assessment (100 points):

- Outstanding (90-100 points): A comprehensive understanding of architectural styles, their significance in local history, excellent delivery, and effective use of presentation software.
- Proficient (70-89 points): A solid understanding of architectural styles, reasonable connections to local history, competent delivery, and adequate use of presentation software.
- Needs Improvement (50-69 points): Limited understanding, weak connections to local history, below-average delivery, and struggles with presentation software.
- Unsatisfactory (0-49 points): Little to no understanding, no meaningful connections to local history, poor delivery, and ineffective use of presentation software.

Feel free to adjust the scoring criteria and descriptions to align with your specific expectations and grading standards. This rubric should help you assess your students' performance effectively during their architectural styles presentation project.

LESSON TWO

Preservation and Restoration Techniques

Experience 1

PROCEDURES

Print several copies of page 16 for students to keep for reference in a folder or binder for your class. Read aloud together and explain the examples. Go over each example on page 17 with the class and have them decide whether they are preservation, conservation, or restoration projects.

Read the acknowledgment page from the beginning of this unit study document aloud with your class, and explain that it comes directly from our website and our mission statement. In groups, have students discuss how they think the Beaumont Heritage Society preserves, conserves, and sometimes restores local historic sites. Print several copies of page 18 and have students write their answers and turn the papers in.

Review the information sent to you in Google Drive about the CCC Building at Tyrrell Park (this is also available in the QR code from Lesson 1). Read and discuss the information with the class. Students must decide whether to restore it or build something new in its place. Students should debate the pros and cons of each decision and reflect on the long-term impact on historical integrity and cultural heritage.

NOTE: The decision was made to restore the building, but only reveal this after your discussion is done.



David French House, which operates as John Jay French Museum offices

Preservation, Conservation, and Restoration: What's the Difference?

Preservation:

Objective: The primary goal of preservation is to **maintain a historic property in its existing state**, preventing any significant alterations or changes. The focus is on preserving the property's historical and architectural integrity.

Methods: Preservation often involves **minimal intervention**. It emphasizes regular maintenance, repair, and the use of original materials and techniques whenever possible. Any work done should be reversible and sympathetic to the historical character of the property.

Example: Repairing and repainting the original wooden windows of a historic home without replacing them with modern windows.

Conservation:

Objective: Conservation aims to **protect and prolong the life of a historic property while allowing for limited and carefully considered changes or adaptations to meet modern needs**. The focus is on preserving significant elements while ensuring the property remains functional and relevant.

Methods: Conservation involves a more flexible approach than preservation. It may allow for selective repairs, replacements, or adaptations, but these should be well-documented, reversible, and guided by conservation principles. The objective is to **strike a balance between preservation and practicality**.

Example: Retrofitting a historic home with modern HVAC systems while concealing them discreetly to preserve the building's aesthetics.

Restoration:

Objective: Restoration seeks to **return a historic property to a specific period in its history**, typically a particular point in time when it was considered to be in its most significant or original state. The goal is to **recreate the property's appearance and function as closely as possible to that chosen period**.

Methods: Restoration involves extensive research to determine the property's original design, materials, and color schemes. It often requires the removal of later alterations or additions and the meticulous replication of historical details. The result is a property that resembles its original condition.

Example: Removing non-original additions and restoring a historic home to its appearance in the 19th century, using period-appropriate materials and colors.

In summary, preservation aims to maintain the historical and architectural integrity of a historic home with minimal intervention. Conservation focuses on protecting the property while allowing for limited, documented changes. Restoration seeks to return a historic property to a specific historical period through extensive research and replication. The choice between these approaches depends on the property's significance, condition, and the goals of the preservationists or property owners.

Indicate whether each example is preservation, restoration, or conservation.

- Conducting archival research and documentation of a historic home's history and features
- Non-invasive repairs, such as repairing small cracks in plaster walls, patching minor roof leaks, or reinforcing weak floorboards
- Educational programs to raise awareness about historic homes
- Installation of environmental controls, such as humidity and temperature monitoring systems
- Digitally archiving historical records, photographs, and blueprints associated with a historic home
- Meticulously researching and recreating a room's original appearance, including period-appropriate furnishings, wallpaper, paint colors, and architectural details
- Repairing or replacing damaged structural elements such as beams, columns, or foundations
- Determining a home's original architectural details, color schemes, and materials and finding the tools necessary to recreate old photos

Lesson Two Discussion

How do you think the Beaumont Heritage Society preserves, conserves, and sometimes restores local historic sites? (4-5 complete sentences)

LESSON TWO

Preservation and Restoration Techniques

Experience 2

PROCEDURES

We will print several copies of page 20 for students to take notes on the day of the trip to visit both museums. We have plenty of clipboards for students to use.

Instruct the students that they will use the pages to record preservation, conservation, and restoration techniques as they are pointed out to them in both the 1845 John Jay French Museum and the 1907 Chambers House Museum.

Following the tours, students will participate in a short activity on the museum grounds on "ebonizing" wood, a technique used to repurpose wood for restoration and other projects that will naturally stain the wood black.



Living Room Fireplace at Chambers House Museum

Preservation Techniques Tour Notes

Preservation	Conservation	Restoration

LESSON TWO

Preservation and Restoration Techniques

Experience 3

PROCEDURES

Following your visit to the John Jay French Museum and Chambers House Museum, you may decide to round out this unit by having students propose a preservation or restoration plan for a local historic property.

Similar to the project in Lesson One, this assignment may be done using PowerPoint, Google Slides, Canva, Prezi, or other presentation software.

A completed example rubric is included on page 22. We advise that teachers include a speaking component to the presentation where appropriate, barring any IEPs or other written accommodations that prevent a student from being able to do so. Successful contractors and builders must be able to effectively communicate with customers in their line of work. The ability to explain services rendered and keep a level head when the unexpected undoubtedly happens will be an invaluable skill. That begins in the classroom.



The columns at the front of the Chambers House Museum

Preservation Techniques Project Rubric

Criteria for Evaluation:

Project Proposal (40 points)

Identification of Historic Property (10 points):

Accurately identifies a local historic property and provides historical context.

Clear Objective (10 points):

Clearly states whether the proposal is for preservation or restoration and outlines the project's primary objective.

Historical Research (10 points):

Demonstrates in-depth research of the property, including its historical significance, architectural style, and relevant historical facts.

Justification (10 points):

Provides a compelling rationale for why the chosen preservation or restoration approach is appropriate for the property, considering its historical and architectural importance.

Preservation/Restoration Plan (40 points)

Detailed Plan (15 points):

Presents a detailed plan for preserving or restoring the property, including specific actions to be taken, materials to be used, and a timeline.

Integration of Learning Material (10 points):

Integrates concepts from the learning material, such as preservation principles, ethical considerations, and historical integrity, into the plan effectively.

Budget and Resources (10 points):

Outlines a reasonable budget and identifies necessary resources for the proposed preservation or restoration work.

Sustainability (5 points):

Considers sustainable practices and materials in the plan, demonstrating an understanding of long-term conservation.

Presentation and Documentation (20 points)

Clarity of Presentation (10 points):

Presents the proposal clearly and logically, using appropriate visual aids or documentation (e.g., charts, images, diagrams).

Oral Presentation (10 points):

Delivers a concise and engaging oral presentation, explaining the proposal effectively and addressing questions or concerns.

Overall Assessment (100 points):

- Outstanding (90-100 points): Provides a well-researched, comprehensive preservation or restoration proposal that integrates learning material effectively and is presented clearly.
- Proficient (70-89 points): Offers a solid preservation or restoration proposal with appropriate historical research and integration of concepts, though with some room for improvement in presentation or clarity.
- Needs Improvement (50-69 points): Presents a proposal that lacks depth in research, integration of concepts, or clarity in presentation.
- Unsatisfactory (0-49 points): Fails to deliver a comprehensive or coherent preservation or restoration proposal, lacking critical research, integration, or clarity.

Feel free to adapt this rubric to your specific requirements and grading standards, and provide additional guidance or clarification as needed to ensure students understand the expectations for their preservation or restoration proposals.

LESSON THREE

Blueprint Reading and Construction Planning

Experience 1

PROCEDURES

Review with students how to use a 3-sided architectural scale ruler. All of the drawings presented by Beaumont Heritage Society will use a 1/4 scale (1/4 inch = 1 foot).

Distribute calculators, rulers, and architectural scale rulers, and ask students to practice measuring and scaling various objects in the classroom. Print several copies of page 24 and have them record their findings. Fill in the blanks based on items you have in your classroom.

You may choose to use the QR code on this page to access a flashcard game which can be played with students in order for them to memorize blueprint symbols and abbreviations. Cards may be printed from PDF file, as well.

Using planner5.com's free 2D blueprint software, have students use their answers to recreate the classroom. Style and design can be extra credit or part of the earned points. Instruct them to download and submit it to your online location of choice, such as email or Google Classroom, for a grade.



Blueprint of the 1924 Chambers House Renovation Plans



Measuring and Scaling Classroom Practice

Student Desk Top

Actual Measurement:

Actual Measurement:

Scaled Measurement:

Scaled Measurement:

Whiteboard

Actual Measurement:

Actual Measurement:

Scaled Measurement:

Scaled Measurement:

Teacher Desk Top

Actual Measurement:

Actual Measurement:

Scaled Measurement:

Scaled Measurement:

Classroom Door

Actual Measurement:

Actual Measurement:

Scaled Measurement:

Scaled Measurement:

Smart Board/Projector

Actual Measurement:

Actual Measurement:

Scaled Measurement:

Scaled Measurement:

LESSON THREE

Blueprint Reading and Construction Planning

Experience 2

Chambers House Restoration Work Begins, 2004



PROCEDURES

We will print several copies of page 10 (used with Architectural Elements Notes from Lesson 1) for students to take notes on the day of the trip to visit both museums. We have plenty of clipboards for students to use.

Instruct the students that they will use the pages to take notes on design elements that stand out to them in both the 1845 John Jay French Museum and the 1907 Chambers House Museum, visualizing how the architectural elements and features they observe would be represented on a blueprint.

Following the tours, students will participate in a short activity on the museum grounds, during which they will be provided with a complete blueprint of the Chambers House in order to play a game of "Spot the Difference." Who can identify the changes that were actually made in the home vs. those which were only proposed?

LESSON THREE

Blueprint Reading and Construction Planning

Experience 3

PROCEDURES

Following your visit to the John Jay French Museum and Chambers House Museum, you may decide to round out this unit by having students present a blueprint creation of their own.

This assignment may be completed in Canva, Planner5, or another graphic design application.

A completed example rubric is included on page 27.



Chambers House under construction

Blueprint Project Rubric

Criteria for Evaluation:

Design Elements (20 points total, 5 points each)

- The blueprint effectively incorporates elements observed during the historic home visit, such as architectural details, layout, or specific design features.
- The design demonstrates creativity and originality while maintaining a strong connection to historical elements.
- The design exhibits a logical and practical use of space, taking into account the needs of potential residents.
- The design pays careful attention to aesthetic elements, including symmetry, balance, and proportion.

Scale and Proportions (15 points total, 5 points each)

- The design accurately represents the scale and proportions of a residential structure, considering the size of rooms, windows, and other architectural features.
- The scale is consistent throughout the blueprint, with proper ratios between different elements.
- The design effectively conveys the intended size and layout of the structure.

Functionality (15 points, 5 points each)

- The blueprint demonstrates a deep understanding of the functional requirements of a residential structure, including bedrooms, bathrooms, living spaces, and kitchen areas.
- The design includes well-planned circulation paths, such as hallways and staircases.
- The design maximizes the use of available space and ensures an exceptionally comfortable living environment.

Clarity and Presentation (15 points, 5 points each)

- The blueprint is exceptionally neat, legible, and well-organized, with clearly labeled rooms and features.
- The design is presented in a highly professional and visually appealing manner, which may include color-coding or annotations to highlight key elements.
- The presentation of the blueprint is of the highest quality and demonstrates attention to detail.

Historical Integration (20 points, 10 points each)

- The design seamlessly integrates elements inspired by the historic home visit, showcasing an outstanding understanding of historical architectural styles.
- The student provides a written explanation (not included in the blueprint) of how historical elements have been thoughtfully incorporated into the design.

Overall Creativity (10 points)

- The design displays an exceptional level of creativity and innovation while respecting the project's guidelines and objectives.

Documentation (5 points)

- The student includes a cover page with their name, project title, and date.

Feel free to adapt this rubric to your specific requirements and grading standards, and provide additional guidance or clarification as needed to ensure students understand the expectations for their blueprint projects.