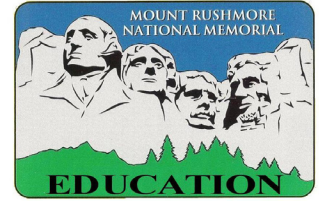




2011 Education Programs

The Interpretation and Education Team at Mount Rushmore National Memorial are pleased to announce our 2011 education programs and field trips. We invite you to take advantage of our variety of program offerings, either in your classroom or as a field trip to the memorial. Rangers in the Classroom programs will be available from January 17 through April 15, 2011. Field trips can be scheduled between April 18 and May 13.



FIELD TRIPS TO MOUNT RUSHMORE



Ranger with a local school group.

Mount Rushmore National Memorial welcomes school groups throughout the year for self-guided tours that include the movies, *Mount Rushmore - the Shrine* and the *Wild Side*, the Lincoln Borglum Visitor Center's exhibit hall, and the half mile Presidential Trail. During our Field Trip Season, April 18 through May 13, school groups may participate in a ranger led activity in the historic Sculptor's Studio. These ranger talks are available by reservation only.

To defray the cost of school bus parking at Presidential Parking Inc., teachers may apply to have bus fees paid by funds provided by the Mount Rushmore History Association.

To reserve a ranger program or to apply for a bus parking scholarship, please see our website at www.nps.gov/moru

RUSHMORE RANGERS IN THE CLASSROOM

Available January 24 through April 15, 2011

Education outreach programs are designed to support South Dakota curriculum content standards and are available free of charge to Black Hills area schools.

Please ensure that all students are prepared for the ranger programs with a pencil in hand.

To request a classroom program, please find the application online at www.nps.gov/moru

KINDERGARTEN & FIRST GRADE

Rocks! (Available Monday through Thursday)

Ranger Betty 30 minutes

Students will be introduced to Moh's Hardness Scale as a model for classifying rocks soft to hard. Children will experience clay as a hands-on molding medium. Granite will be introduced as a long-lasting medium suitable for sculpting the colossal Mount Rushmore. Students will examine rock samples and close-up photographs of minerals. They will complete a coloring page to help them identify mica, quartz and feldspar in granite. They will play a game of picking a rock, identifying it and placing it in the correct bucket with the sample plaque card placed in front of it. *Earth/Space Science Standard K.E.1.1. Students describe simple Earth patterns in daily life.*

RUSHMORE RANGERS IN THE CLASSROOM

FIRST GRADE

From Mountain to Memorial

Ranger Jack 30 minutes

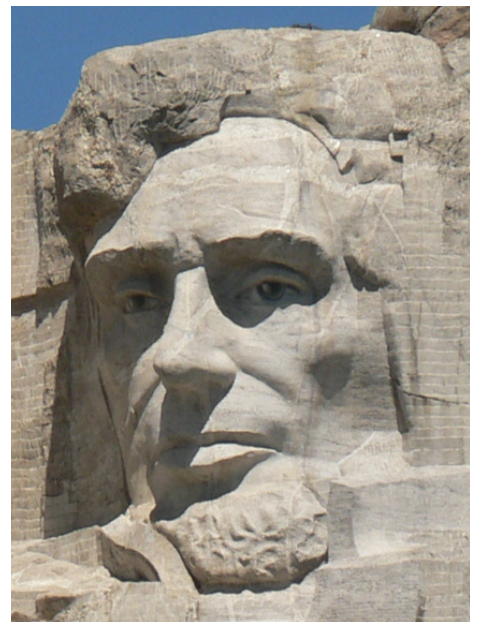
What began as an idea for a regional monument in the Black Hills became a national memorial and a symbol of American patriotism. Students will learn the basic history and key figures in the construction of Mount Rushmore through class discussion, hands-on activities and worksheets focusing on vocabulary and historical dates. *Listening/Viewing/Speaking standard 1.LVS.1.6 Students can answer questions related to topic. US History standard 1.US.1.1 Students are able to use timelines from birth to present to relate self and family to changes over time. Geography standard 1.G.1.2 Students able to identify American symbols and landmarks. Civics standard 1.C.1.1 Students able to use a picture map to locate an address.*

SECOND GRADE

Young Abraham Lincoln (Available Mondays, Thursdays and Fridays)

Ranger Ed 45 minutes

Through the exploration of the childhood through the presidency of Abraham Lincoln and the making of a book, students will learn what life was like in the early 1880's and compare and contrast living conditions of that era to those of the present. The students will learn about the education, homes, food and clothing of that time period and be able to make inferences about needs for the future. Students will examine conditions that led to Lincoln's leadership. *U.S. History Standard 2.US.1.1. Place important historical events in the order in which they occurred. 2.US.1.2. Compare features of modern-day living (food, shelter, clothing, transportation) to those of the past. 2.E.1.2. Explain the importance of making informed decisions about spending, borrowing, and saving.*



SECOND & THIRD GRADE

The Secret Life of a Ponderosa Pine (Available Monday through Wednesday)

Ranger Ellen 35 minutes

Mount Rushmore National Memorial is home to one of the largest old growth stands of Ponderosa Pines in the Black Hills. However, the trees that gave the Black Hills their name are being affected by a tiny insect known as the mountain pine beetle. Using a PowerPoint presentation, hands-on specimens, class discussion, and a worksheet, students will learn about the importance of ponderosa pine habitat of the Black Hills and how mountain pine beetles are changing that habitat. *Life Sciences Standards: 2.L.1.1-Students are able to classify plants according to similarities and differences. 2.L.2.2.-Students are able to compare life cycles of various living things. 2.L.3.1.-Students are able to describe the ways that plants and animals depend on each other. Life Sciences Standard 3.L.1.1.-Students are able to identify the basic structures, functions, and needs of plants in relation to their environment. 3.L.3.1.-Students are able to describe how species depend on one another and on the environment for survival. 3.L.3.2.-Students are able to explain how environments support a diversity of plants and animals.*

RUSHMORE RANGERS IN THE CLASSROOM

FOURTH GRADE

Life on the Rock (Available Monday through Friday)

Ranger Marvin 45 minutes

Using a PowerPoint presentation, hands-on specimens, classroom discussion, and a worksheet, students will learn about some of the types of life forms that exist at Mount Rushmore and how adaptations have made it possible for life to survive there. Students will also learn about the important relationships these life forms have with each other by creating simple food chains and discussing how changes in population or environment can effect the individual organisms and the chain as a whole. *Life Sciences Standard 4.L.2.1. Students are able to identify behavioral and structural adaptations that allow a plant or animal to survive in a particular environment. 4.L.2.2. Students are able to explain how a size of a population is dependent upon the available resources within its community. 4.L.3.1. Students are able to describe the flow of energy through food chains and webs.*

FIFTH GRADE

The American Revolution: The British, the French, and Hessians, Oh My!

Ranger Amber 45 minutes (Available Wednesday through Friday)

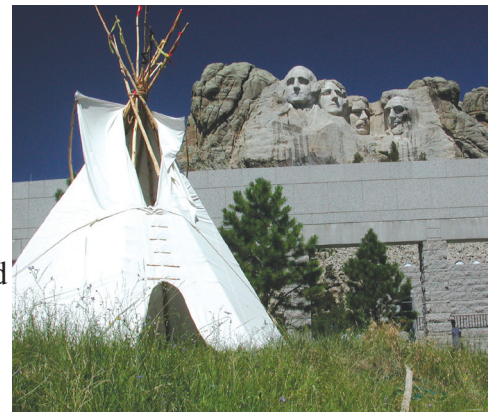
Too often the subject of history is considered boring, but not this time around! Students will learn about key individuals, groups and events of the American Revolution. Students will be divided into groups representing the key players on all sides, including the Americans, the French, the British, the Hessians, and the Native Americans. Students will be asked to identify and act out each groups' motivation for being in the war, and what the impact of the war was on each group. After presenting their ideas to the class, students will participate in an activity using their new knowledge. *U.S. History Standard 5.US.1.3 Students are able to identify influential people and key events during the American Revolution. U.S. History Standard 5.US.2.1. Students are able to identify the reasons that led to the development of colonial America. World History Standard 5.W.1.2. Students are able to describe the impact other countries had on the United States through exploration, trade, and conflict. World History Standard 5.W.2.1. Students are able to identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially.*

Third, Fourth & Fifth Grades

Lakota History in the Black Hills (Available Thursdays and Fridays only)

Ranger Kolette 45 minutes

Students will develop awareness and sensitivity about Lakota history, values and lifestyle. They will join in storytelling, develop vocabulary and participate in hands-on learning activities about the Lakota way of life. They will learn about the importance of the Black Hills and why they are sacred to the Lakota people. *3.US.1. 1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities. 3.US.2. 1. Students are able to describe characteristics of a community. 3.US.2. 2. Students are able to identify a community's culture and history. 3.C.1. 1. Students are able to explain human relationships and roles in a community. 4.US.1. 1. Students are able to explain factors affecting the growth and expansion of South Dakota. 4.US.1. 2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota. 5.US.1. 1. Students are able to differentiate the lifestyles of various Native American tribes.*



2011 Education Programs



Key Dates for 2011

Park Rangers in the Classroom Available January 24 through April 15, 2011

Field-Trips including a Ranger-led Program April 18 - May 13 , 2011

Please Register for Programs Online at www.nps.gov/moru
Applications should be submitted at least 2 weeks prior to your requested program date

If you have any questions, please contact:
Marvin Achtenberg
Marvin_Achtenberg@nps.gov, (605) 574-3195



MOUNT RUSHMORE
HISTORY ASSOCIATION
Supporting Education at Mount Rushmore Since 1993

Educational books, videos, and teaching materials are available from the Mount Rushmore History Association at www.mtrushmorebookstore.com

Newsletter available online at www.nps.gov/moru