

Getting to Know Your National Parks



Saint-Gaudens National Historic Site

A Curriculum for Grades K-6

Prepared by
Saint-Gaudens National Historic Site
Cornish, New Hampshire



Parks as Classrooms

National Park Service

Imagine reading "The Raven" in [Edgar Allan Poe's House](#) or learning about the Executive Branch of the government at the [White House](#). Picture yourself learning or teaching natural science in the [Everglades](#) or [Yellowstone](#) or in urban natural areas in San Francisco or New York City. See history come alive at [Gettysburg](#) or [Valley Forge](#). No matter what the subject -art, science, history, social studies, even math and physical education- the subject is probably easier to teach and learn when you are there. Parks as Classrooms (PAC) programs and materials provide on- and off-site learning opportunities.

PAC resources include:

- ◆ **Curriculum-based education programs**
- ◆ **Audio-visual materials including videos**
- ◆ **Accredited teacher training and workshops**
- ◆ **Traveling trunks and kits**
- ◆ **Teacher and student resource guides**

National Park Service personnel work directly with educators to provide learning materials and experiences which are consistent with and accentuate existing curriculum requirements. While these resources are a result of a partnership between national park sites and neighboring school districts, the final products often have wider applications and provide a connection to national curriculum standards.

This teaching Unit, "Getting to Know Your National Parks: Saint-Gaudens National Historic Site" supports the following Social Studies Education Goals and Curriculum Standards for the state of New Hampshire:

Broad Goals for Social Studies Education:

- Students will demonstrate a thorough knowledge of the history of their community, New Hampshire . . . including the contributions of famous men and women, ordinary citizens, and groups of people.
- Students will demonstrate a thorough understanding of and appreciation for the heritage of our nation, including its ideals, principles, institutions, and collective experiences.
- Students will be able to read and examine narratives, documents, and other evidence of the past to clarify, illustrate, or elaborate upon their understanding of history.

Curriculum Standards (Elementary):

- **Curriculum Standard 11:** Identify and discuss the human geographic features of neighborhoods and places.
- **Curriculum Standard 13:** Define the major components of culture and write a description of their culture.
- **Curriculum Standard 16:** Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed; Understand the significance of the past to themselves and society; Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts.
- **Curriculum Standard 17:** Discuss the on-going story of their community, state, and nation in terms of the contributions of countless individuals; Identify and describe the contributions to the development of the United States and New Hampshire of key women and men involved in . . . the arts; Explain, using examples, how folklore, literature, and the arts reflect, maintain, and transmit our national and cultural heritage.