

Getting to Know Your National Parks: Saint-Gaudens National Historic Site

Unit Theme: Saint-Gaudens National Historic Site is a unit of the National Park Service and is the only National Park in the State of New Hampshire. It preserves and interprets the home, studio, and gardens of the American sculptor, Augustus Saint-Gaudens.

Goals:

- Students will appreciate the importance of protecting and preserving natural and cultural resources, specifically, Saint-Gaudens National Historic Site
- Students will value our national heritage as preserved in America's National Parks.

Objectives:

Students will be able to:

- Identify (define) the National Park Service and its basic mission
- Name several National Park Service sites
- Locate Saint-Gaudens NHS on an NPS map
- Locate on the Saint-Gaudens NHS site map the original structures and explain the significance of each
- List reasons why it is important to preserve historic objects and places like the home of Augustus-Saint Gaudens
- Identify and explain the significance of historic structures, rooms, and artifacts at Saint-Gaudens National Historic Site
- Define *heritage* as it relates to the National Park Service's Mission
- Recall meanings of terms introduced in unit lessons

Unit Overview:

Lesson One: Our National Parks

Lesson Two: Special Places, Special Things

Lesson Three: Your On-site Visit

Lesson Four: Experience Your Heritage!

Pre-Visit: “Our National Parks”

Activity: Students will view and discuss a number of NPS related visual aids and identify National Parks on an NPS map

Materials: Visuals: **Arrowhead; Park Rangers; NPS Mission Statement; National Park Photos; NPS map; Saint-Gaudens NHS map;** Arrowhead to **color** or **design:** All handouts posted after “Vocabulary”, on p. 16
Suggested Time: 45 minutes



Goal:

- Appreciate the importance of protecting and preserving natural and cultural resources, specifically, Saint-Gaudens National Historic Site.

Objectives:

- Identify (define) the National Park Service and its basic mission.
- Name several National Park Service Sites
- Locate Saint-Gaudens NHS on an NPS map

Method:

✓ Show:

Use the **NPS Arrowhead** visual aid.

✓ Discussion:

Ask students to identify this symbol. Discuss the shape and design elements: arrowhead, mountains, trees, and buffalo. Explain that this symbol represents the **National Park Service**, an agency of the United States government. The arrowhead shows that the NPS cares for America’s natural and cultural resources (the arrowhead shape represents a cultural resource; the mountain, tree, and buffalo represent natural resources. For more information about this subject, see, “The Arrowhead Story.”).

✓ Show:

Use the **National Park Rangers** visual aid.

✓ Discussion:

Ask students if they can identify who these people are and what they do.

(A National Park Ranger: tells people about national parks, takes park visitors on tours,

helps keep park visitors safe, takes care of park grounds and buildings, etc.)

Explain that National Park Rangers work for the National Park Service to help carry out its mission.

✓ Show and Read:

Use the mission statement: “**The National Park Service cares for special places saved by the American people so that all may experience our heritage.**”

Tell students that they will see Park Rangers at work when they visit a National Park. Ask students if they have ever been to a national park—have the students name them or ask if they can name any National Parks. Show the visual aids of the **various National Parks** and explain that there are nearly 400 national parks today! Show the **NPS map**—point out the locations of some of the parks the students named.

✓ Show and discuss:

Use the **Saint-Gaudens NHS** visual. Ask if anyone has visited **this** National Park and, if so, to identify it. Ask, “What makes this a special place?” Point out its location on the NPS map,

and ask if it is their closest National Park neighbor.

✓ **Conclusion:**

Tell students that they will learn more about Saint-Gaudens NHS, why it is special, and why it is important to save it so that “all may experience” this part of our national heritage.

More: Reproduce the NPS arrowhead for students **to color** or use the arrowhead outline and have students **design** their own NPS logo.

Lesson 1- Enrichment Activities

- ✓ Have each student select a national park and write to the park asking for a brochure.
- ✓ Decorate the learning center with the Arrowhead logos the students colored or designed.
- ✓ Create a NPS Learning Center and display the brochures and a U.S. map showing where the selected parks are located. Mark the map as the brochures arrive. Students may want to write a short report on the park she/he selected.
- ✓ Visit national parks on-line at www.nps.gov.

The Arrowhead Story

Introduction:

Along with the distinctive hat worn by uniformed personnel, the NPS Arrowhead is a well recognized symbol of the agency. For much of its history the agency had been represented by a Sequoia cone. In 1949, a contest was held to develop an NPS logo. The winner of the contest, Dudley Bayliss, was awarded a \$50 prize, but his “modern type” design was never used. Shortly after the contest, NPS historian Aubrey Neasham suggested in a letter to Director Newton Drury that the Service needed an emblem that expressed its primary function “like an Arrowhead, or a tree, or a buffalo.” With his letter Neasham included a rough sketch of an elongated Arrowhead with a pine tree appearing within it. In 1951, this concept was refined by a team of Park Service staff and became the design used today.

What do the elements in the NPS Arrowhead symbolize?

There is no known record that the designers of the NPS logo selected the elements in it for specific symbolic purposes. Possibly to them, and certainly to many who have worn the Arrowhead since, the parts have precise meanings. Many believe the Arrowhead represents our nation’s cultural heritage and the Sequoia tree and the mountainscape represent our natural history. Some believe that the buffalo (or bison) also relates to the natural resources the agency protects, but more likely it was originally included as a reference to the Interior Department seal (in which the buffalo is the predominant feature). Suggestions that the various elements are depictions of actual things or places (e.g., the mountain is Mount Baker) abound, but are not substantiated.

By what authority is the NPS Arrowhead used and protected?

The Arrowhead was authorized as the official National Park Service emblem by the Secretary of the Interior on July 20, 1951. The first known use of the new logo was on an informational folder for Oregon Caves National Monument, published in April 1952. On September 2, 1952, the use of the Arrowhead as a patch on the NPS uniform was authorized. Minor modifications were made to the design of the Arrowhead and were approved in 1954. To inhibit inappropriate commercial use to the NPS logo, an official notice on March 7, 1962, designated the Arrowhead as the official symbol of the National Park Service.

“Special Places, Special Things”



Activity (pre-visit): Discussion and map activity; prepare “Historian’s Research Notes” booklets for on-site visit.
Materials: Visuals: “Meet Augustus Saint-Gaudens” handout; Bird’s eye view map of Saint-Gaudens NHS; “Huggins Folly” image; “Historian’s Research Notes” booklet pages to reproduce; student maps: All handouts posted after “Vocabulary”, on p.16
Suggested Time: 45 minutes (the booklets might be assembled during student free time)

Goal:

- Appreciate the importance of protecting and preserving natural and cultural resources, specifically, Saint-Gaudens National Historic Site.

Objectives:

- List reasons why it is important to preserve the home of Augustus-Saint Gaudens.
- Locate on the Saint-Gaudens NHS site map the original structures and explain the significance of each.

Method:

✓ Discussion:

Ask students to think about where they live... what kind of structure is it: A house, an apartment, a mobile home? Is it wood, brick, or some other material? Is it old, new, or somewhere in-between? Do they have their own bedroom or share it with someone?

Ask them to think about what their home and furnishings or belongings “say” about them and their families. For instance, ask if any of them collect special things like books, toys, coins, models, etc.

Ask: “If someone were to look at your special things, what might they learn?” As you discuss these ideas with the class, explain that our homes and possessions tell others a lot about ourselves and our families. Or, you may ask the students to think about their classroom and compare it to other classrooms in their school. Are they very different from one another? How? If someone were to visit a classroom, what might they learn about the students and teacher?

Ask them to think about the different kinds of homes people live in around the world—both now and in the past. For instance, Plains Indians lived in teepees. Their homes were a product of their culture’s nomadic lifestyle. Ask students to think of other similar examples.

Explain that part of learning about **culture** and **history** includes studying the places, buildings, and objects that belonged to or were used by people in the past. These structures and objects are known as **cultural resources**. Explain the difference between cultural and **natural resources**.

Remind students of the National Park Service’s mission: “**The National Park Service cares for special places saved by the American people so that all may experience our heritage.**” Ask students why they think it is important to save special places.

Remind them that special places tell us a lot! By visiting and studying these special places,

we learn about the culture of a people, time, and place. We learn about the way people lived and worked, what they did for fun, and much more.

Have students think of examples of what they can learn by visiting historic places. Some students may want to share their experiences of visits they may have made to historic places.

Stress that much of what we know about the past is learned from historic places and objects. These places and things are so important, that the National Park Service was created by the people of the United States to preserve these special places and things so that we and future generations can continue to learn from them and appreciate them.

Now that the students understand the importance of preserving these special places and things, direct their attention to one special place, Saint-Gaudens National Historic Site.

✓ **Tell:**

Saint-Gaudens National Historic Site is an important place because it is the home of a famous American sculptor, **Augustus Saint-Gaudens**. Show the image of Augustus-Saint Gaudens and/or hand out copies of “**Meet Augustus Saint-Gaudens**” to each student. Read the information on the handout with the class.

✓ **Show:**

Use the image of **Saint-Gaudens NHS**. Point out the various buildings. Explain that many of the buildings at Saint-Gaudens National Historic site are **original structures**. These are the actual buildings where Augustus Saint-Gaudens lived and worked. The original structures are: the **Little Studio**, **Aspet**, the **Stable and Ice House**, and the **Ravine Studio**. The other structures were built after Saint-Gaudens’s death in 1907. Each of the original buildings tells a story about Augustus Saint-Gaudens, his family, and the people that worked and visited here.

✓ **“Virtual Tour:”**

Pass out a copy of the “**Bird’s Eye View**” map of Saint-Gaudens NHS to each student. Explain the perspective of a bird’s eye view. Invite them to let “their fingers do the walking” as they tour Saint-Gaudens NHS.

- Have them locate the parking lot. Ask if they think the parking lot was there when Augustus Saint-Gaudens was alive (no, not many people drove cars, at least not in Cornish, NH, before 1907). Explain that National Historic Sites sometimes include adaptations to the original environments such as modern parking and handicapped accessibility modifications in order to better serve the public while striving to protect the historic fabric and intent of the site.
- The first building they will “visit” is the Little Studio (number 1). Students will “walk” across the road, through the hedges, up the path and will bypass Aspet, walking across the lawn in front of Aspet to the path along the formal garden (number 3) to the Little Studio. Ask students if they know what a “**studio**” is used for.
- Explain that this was the building where Augustus Saint-Gaudens worked on his **sculpture**. Ask the students to find the large windows on the north side of the building (these are the only windows of the Little Studio visible on the map). Explain that Saint-Gaudens had the studio built just the way he wanted it, and that the large windows on the north side let in the best light for working on and viewing sculpture. Northern light is the best type of light because it is not direct sunlight so it casts the weakest shadows.
- Next, students will retrace their “steps” stopping at the west porch of Aspet, which faces the Connecticut River (building 2). Aspet is the oldest building at Saint-Gaudens National Historic Site. It was built around 1817 to be an inn. By the time Saint-Gaudens and his wife, Augusta, first saw the house in 1885, the building was old and run-down. They made many changes

to the house, both inside and out. Show the photo of **Huggins Folly**. Ask students to name some of the changes that Augustus Saint-Gaudens made to the building.

- On the east side of Aspet is the stable and ice house (number 7). This building was also constructed around 1817. It was used to stable horses and as a “garage” for horse-drawn vehicles such as carriages and sleighs. It also contains an ice room used to store blocks of ice cut during the winter from nearby Blow-Me-Down Pond. There is also a room, or living quarters, for the “stable hand,” a person hired to take care of the horses and vehicles. Ask students what the blocks of ice might have been used for (ice boxes were the first “refrigerators” used for cold food storage).
- The Ravine Studio (number 12) located in the woods north of the Stable is another original building constructed about 1900 and used by Saint-Gaudens’ assistants for marble carving. Today it is used as a workshop for the Sculptor-In-Residence. Ask students why they think Saint-Gaudens

would have wanted a workshop for his assistants in the woods rather than in a place closer to the other buildings.

✓ **Review**

Now that the students have “toured” the historic structures of Saint-Gaudens NHS, review what they have learned today by discussing these points:

- How does visiting a historic site help us to understand more about a person from the past?
- Why is this important?
- What might have happened to Saint-Gaudens’ home if no one had cared about it?
- What can we do to help preserve the past?

More: Have students prepare the “**Historian’s Research Notebook**” to use with on-site visit.



Lesson 2- Enrichment Activities

- ✓ If students have visited historic places, ask them to share pictures or postcards of these places. Add these to the NPS Learning Center.
 - ✓ Have the students create a **“bird’s eye view”** map of their school and schoolyard or surrounding area. They may work independently, or in small groups. Let each student or group decide which features of the school and surrounding area should be included. When the maps are finished, compare the differences and similarities among the maps. What details were included in most of the maps? Are there elements that only one or a few of the maps included? Ask why these elements were included or excluded. Are the maps easy to follow? Discuss the accuracy of the maps and why this is an important consideration in map making.
- Stress that objects of the past that are no longer made or used may be lost or forgotten if they are not preserved. Remind students that the objects have important stories to tell about the people that made and used them.**
- ✓ Have students bring unusual historic objects or illustrations of objects to share (note: for the sake of this activity, a historic object can be as old as you choose). Create an exhibit of these items and have the class guess what the objects are or were used for: have students make a card for each “mystery object” with three different uses for the object--one correct use and two bogus uses that they make up. Place the card with its object in the exhibit. Create a checklist for all the objects with the real and bogus uses listed. Give a checklist to each student and have him/her choose which use they think is correct for each object. Find out who made the most correct choices.
 - ✓ Have students research an unusual historic object. Have them write a report about it to share with the class. Encourage them to find a picture or drawing of the object to use as an illustration for their report. Have students write a creative story about a historic object and who made or used it, including details of the historic time and place where this person lived. Introduce several examples of historical fiction that they might enjoy reading.

“Your On-site Visit”

Activity: Historians study historic structures and furnishings to learn about the way people in the past lived and worked. Students will visit the historic buildings of Saint-Gaudens NHS to learn about the life and work of Augustus Saint-Gaudens. They will record and evaluate their findings in a research notebook.

Materials: “**Historians Research Notebook**” (prepared ahead of time), pencils: All handouts posted after “Vocabulary”, on p. 16

Suggested Time: 2 hours

Visit: the “For Teachers/Plan Your Field Trip” page at www.nps.gov/saga



Goal:

- Appreciate the importance of protecting and preserving natural and cultural resources, specifically, Saint-Gaudens National Historic Site.

Objectives:

- Identify and explain the significance of historic structures, rooms, and artifacts at Saint-Gaudens National Historic Site.
- List reasons why it is important to preserve historic places and things.

Method:

- ✓ Have students prepare “**Historian’s Research Notebook**” before the visit.

- ✓ **On-Site Discovery Activity:**

During a Ranger-led tour of Saint-Gaudens NHS, students will take on the role of **historians**, examining the environment, buildings, rooms, and **artifacts** in order to draw conclusions about Augustus Saint-Gaudens' life and work. Students will use their “**Historian's Research Notebooks**” during the tour to record answers and complete activities as they tour.

- ✓ **In the Classroom:**

Students may complete their “**Historian’s Research Notebooks**” after returning to the classroom.



Lesson 3- Enrichment

- ✓ Have students learn more about the Saint-Gaudens National Historic Site before the class visit.

Saint-Gaudens National Historic Site

Saint-Gaudens National Historic Site became a unit of the National Park System in 1964. It preserves the home, studios, and gardens of one of the foremost American sculptors of the late 19th and early 20th centuries. Augustus Saint-Gaudens secured a place for himself in our nation's cultural history through the importance of his sculptural works and the influence he exercised on his contemporaries.

This was Saint-Gaudens' summer home from 1885 to 1897 and his permanent home from 1900 until his death in 1907. "Aspet", the sculptor's home, was once an old inn along the stagecoach road between Windsor, Vermont, and Meriden, New Hampshire. During the summer of 1885, Saint-Gaudens began remodeling the house and later made numerous changes to the landscape of the site. The old hay barn that had served as a studio for 15 years was torn down, and in its place was built the Little Studio, fronted with a vine-clad pergola. Flower gardens were rearranged and enlarged, and new hedges, apple trees, roses, and vines all found their places.

After her husband's death, Augusta Saint-Gaudens preserved the house, studio, and gardens as a memorial to his work and life. Today, Saint-Gaudens NHS retains the touch of the master's hand. Visiting the site, one may relive a moment from our country's cultural past and learn about the man who drew about him a wide circle of the artistic talents of that era.

Post Visit: “Experience Your Heritage!”

Activity: Discussion and review of the National Park Service Mission with Word Search Activity.

Materials: Visual: **National Park Service Mission; Word Search,** and **Pop Quiz** to reproduce: All handouts posted after “Vocabulary,” on p.16

Suggested Time: 20 minutes

Goal:

- Appreciate the importance of protecting and preserving natural and cultural resources, specifically, Saint-Gaudens National Historic Site, and to value our heritage as preserved in America’s National Parks.

Objectives:

- Define heritage as it relates to the National Park Service’s Mission
- Recall meanings of terms introduced in previous lessons

Method:

✓ Show and Tell:

Use the image of the **NPS Mission Statement**. Review the “special places” you have discussed in the previous lessons. Next, discuss the meaning of **heritage**--*a valuable possession acquired as a legacy or inheritance from past generations*. At the board, have students brainstorm the meaning of heritage, using a graphic web or similar method (see below)

Explain that as Americans, we share a special heritage that includes, for example, cultural traditions, history, and landscape. America’s National Parks are a part of our common heritage.

More: Students may complete the **Hidden Word Search** activity as a review of the terms discussed in previous lessons. Challenge your students with the **NPS Pop Quiz**.

✓ Conclusion:

Encourage students to visit their National Parks, either in person or on-line. Explain that by visiting a park, they will:

- Learn more about their American heritage
- Find out how to help protect the park for the enjoyment of others
- Experience their heritage in some of the most beautiful and inspiring places in America

There are nearly 400 National Parks in the National Park System. Find information, travel tips, photos and illustrations, and maps of the national parks on the Internet:

www.nps.gov

Or contact:

NPS Office of Public Inquiries
Room 1013
1849 C Street NW
Washington, DC 20240
(202) 208-4747

Brainstorming

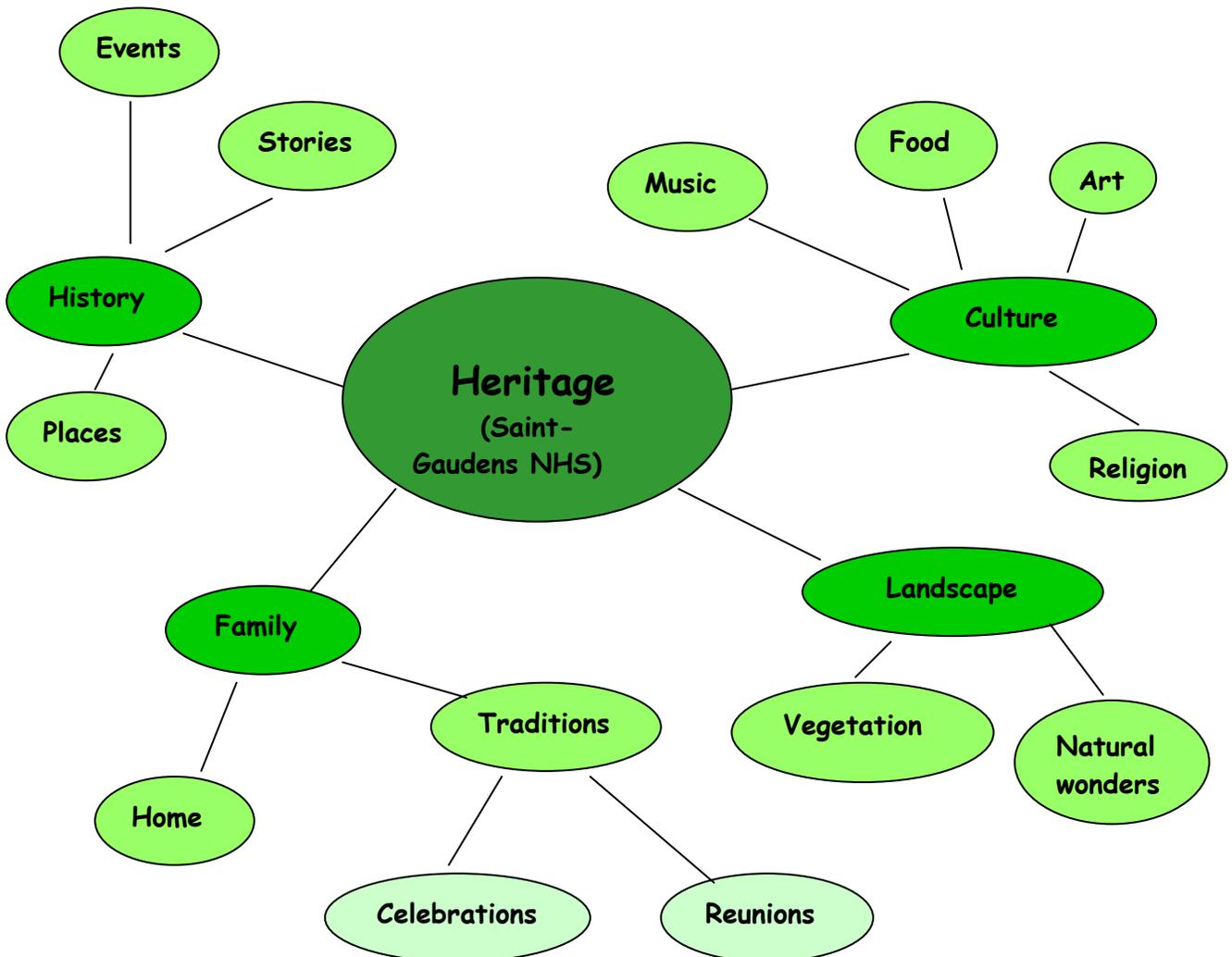
✓ **Discussion:**

Lead students to brainstorm the meaning of **heritage**. Working at the board or overhead, have students offer their ideas, completing a graphic web or other graphic organizer as suggested here:

✓ **Conclusion:**

After completing the graphic organizer, have students suggest a definition of **heritage** based on the ideas they discussed, for example:

- Heritage is a valuable possession acquired as a legacy or inheritance from past generations.





Lesson 4- Enrichment Activities

Answers to Pop Quiz:

1. Yellowstone National Park (Wyoming)
 2. Sequoia National Park (California)
 3. Glacier National Park (Montana)
 4. Mount Rushmore National Memorial (South Dakota)
 5. Mesa Verde National Park (Colorado)
 6. Fort Sumter National Monument (South Carolina)
-

✓ To make the quiz a little less challenging, fill in a few letters of each answer before making student copies.

✓ Have students refer to *National Park Service; the Story Behind the Scenery* for help answering the quiz questions.

Explore More

National parks can be used to teach every subject. Many national parks have online lesson plans for teachers and activities for kids, such as “Web Rangers.” Discover the fun at www.nps.gov

Vocabulary

Artifact: An object showing human work and representing a culture or a stage in the development of a culture; an artistic work; a historic object.

Aspet: The name Augustus Saint-Gaudens gave to his home in Cornish, New Hampshire. It was named after the small village in France where his father was born.

Augustus Saint-Gaudens (1848-1907): One of America's most important sculptors of the late 19th and early 20th centuries. He created many works of art that remind us of well-known people and the things they did.

Bird's eye view: As seen from above as if by a flying bird.

Culture: The customary beliefs, traditions, and material traits of a social group.

Cultural resources: A cultural object (artifacts, art works, crafts, buildings) that is valuable to people.

Heritage: Something of value that is acquired from or handed down from the past.

Historian: One who studies, records, and explains past events.

History: Written record of important events and their causes; a branch of knowledge that records and explains past events.

Huggin's Folly: Once an old inn along the stagecoach road between Windsor, Vermont, and Meriden, New Hampshire. This brick tavern built in 1817 by the Huggins brothers proved unsuccessful and became known locally as "Huggins Folly." It had been deserted for a number of years when Augustus Saint-Gaudens first saw it in 1885. Saint-Gaudens later named the house "Aspet."

Ice house: A building or room with thick, insulating walls for storing blocks of ice.

Little Studio: One of the historic structures at Saint-Gaudens NHS, it was built in 1904 and replaced a barn that Saint-Gaudens had earlier converted into a studio. The pergola with its Doric columns was designed by Saint-Gaudens following a trip to Italy.

National park ranger: An employee of the National Park Service that teaches about and protects America's national parks.

National Park Service: A division of the United States Department of the Interior that oversees and administers America's National Parks.

National Park System: The combined units of the National Park Service including National Parks, National Historic Sites, National Monuments, National Recreation Areas, etc.

Natural resources: Something (as a mineral, waterpower source, forest, or a kind of animal) that is found in nature and is valuable to humans.

Original structure: A historic building that was constructed during a historic period of specific interest.

Pergola: A structure usually consisting of parallel colonnades supporting an open roof of girders and cross rafters.

Ravine Studio: One of the historic structures at Saint-Gaudens NHS, this studio was built about 1900 and used by Saint-Gaudens' assistants for marble carving. It now provides a workshop for the park's sculptor-in-residence.

Saint-Gaudens National Historic Site: A unit of the National Park System, this park includes the home, studios, and gardens of Augustus Saint-Gaudens, one of America's foremost sculptors.

Sculptor: A person who creates works of art from clay, stone, wood, or other materials.

Sculpture: A work of art created by a sculptor.

Stable: A building in which domestic animals are sheltered and fed, especially such a building having stalls or compartments.

Studio: The working place of an artist; a place for the study of an art.

Student Handouts

* Listed on the following pages are all the handouts (maps, activity sheets, etc.) mentioned in Lessons 1-4. Every handout appears below in the order in which it is written above.

Lesson 1 Pre-Visit: "Our National Parks"

1. NPS Arrowhead
2. Park Rangers Image
3. NPS Mission Statement
4. National Parks Images
5. National Parks Map
6. Saint-Gaudens NHS Map
7. Arrowhead- Color
8. Arrowhead- Design

Lesson 2 Pre-Visit: "Special Places, Special Things"

1. "Meet Augustus Saint-Gaudens" Handout
2. Saint-Gaudens NHS Map- Bird's Eye View
3. Huggin's Folly Image
4. Historian's Research Notebook

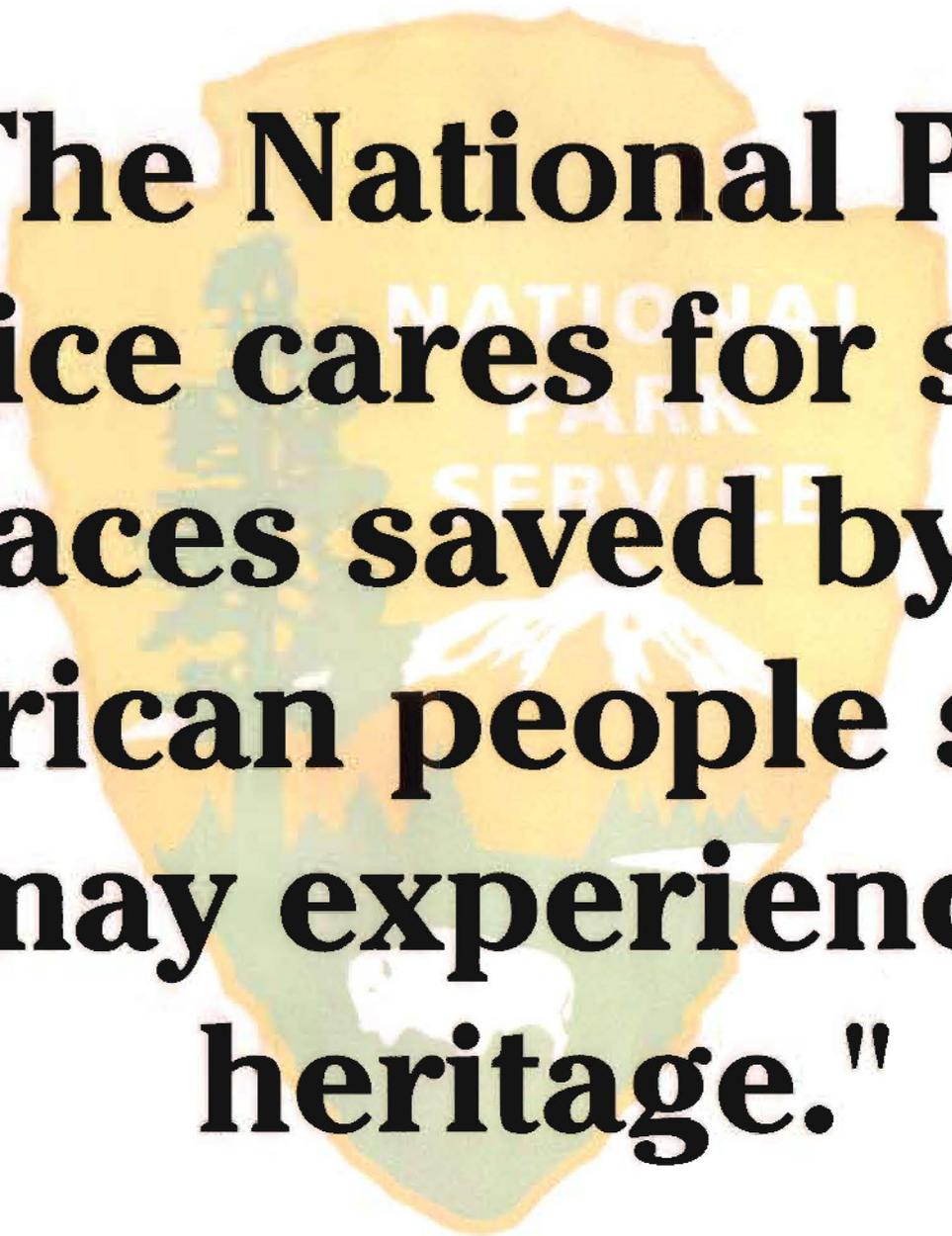
Lesson 4 Post-Visit: "Experience Your Heritage!"

1. Word Search
2. Pop Quiz

**NATIONAL
PARK
SERVICE**





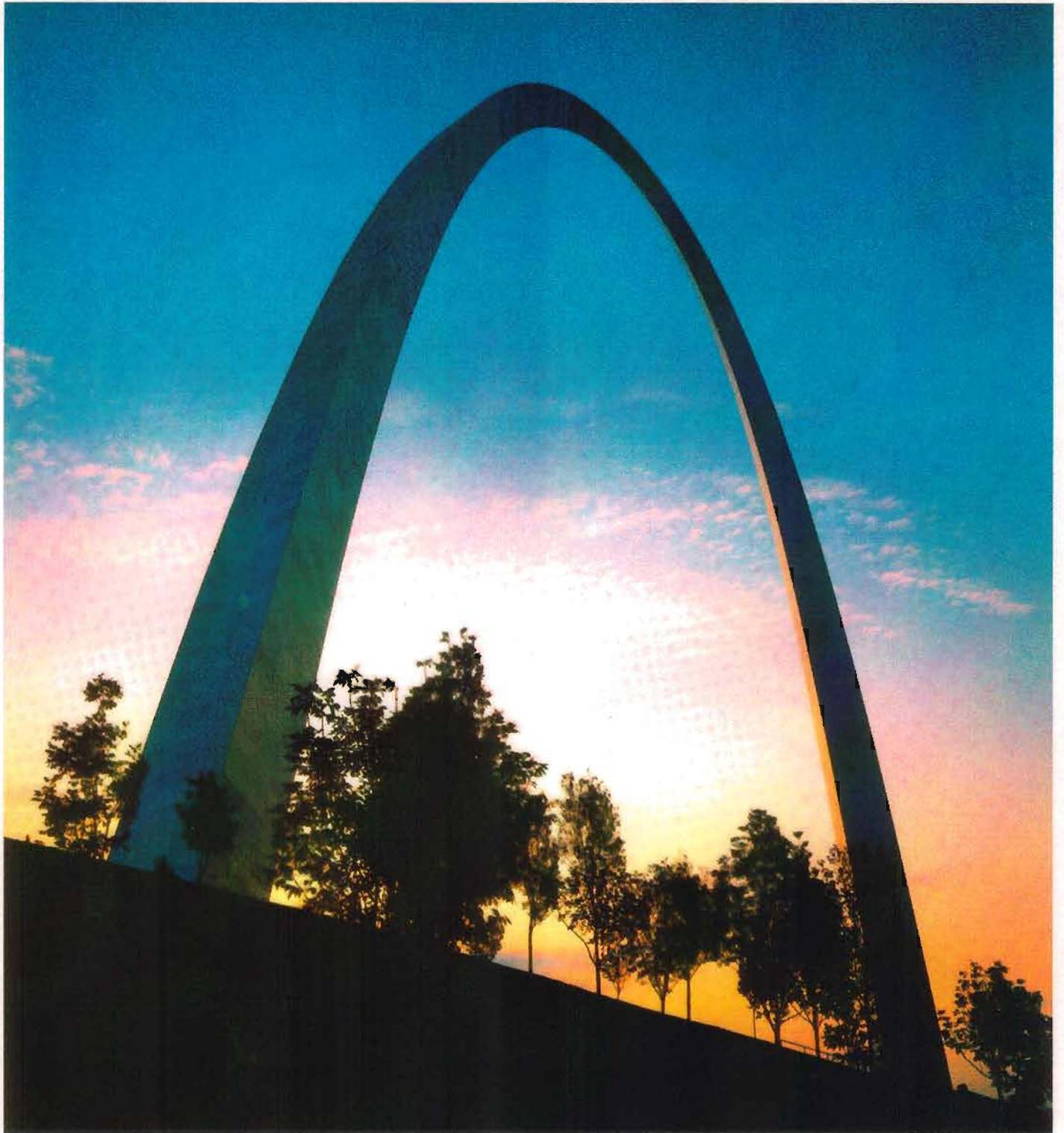
The background of the slide features the National Park Service arrowhead logo. It is a yellow arrowhead shape with a green border. Inside the arrowhead, there is a white silhouette of a bison standing on a green base. The words "NATIONAL PARK SERVICE" are written in white, sans-serif capital letters across the middle of the arrowhead.

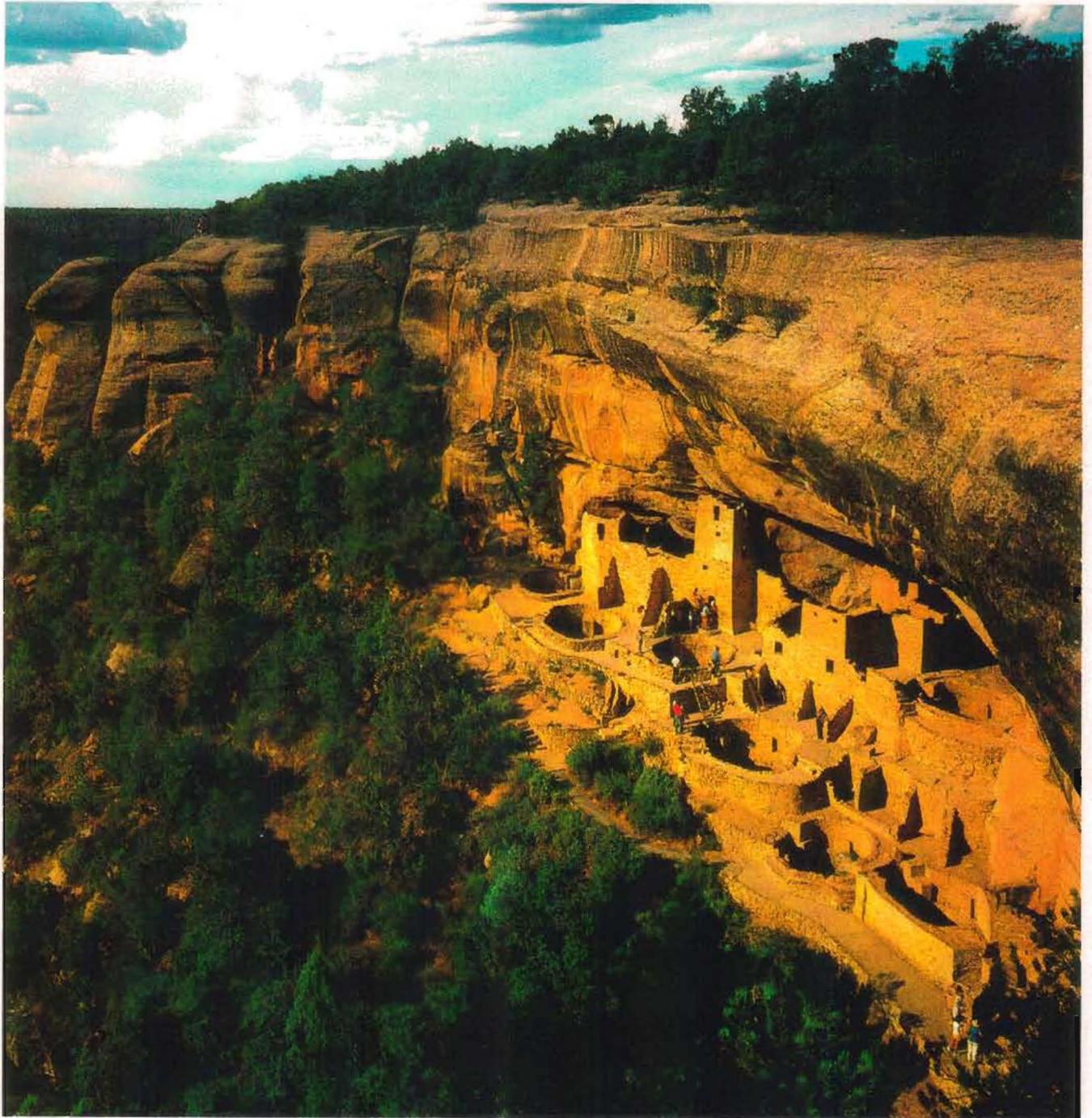
**"The National Park
Service cares for special
places saved by the
American people so that
all may experience our
heritage."**

Lesson One: Shiloh National Military Park Shiloh, TN



Lesson One: Jefferson National Expansion Memorial St Louis, MO





"Old Faithful"

Yellowstone National Park, WY

Lesson One



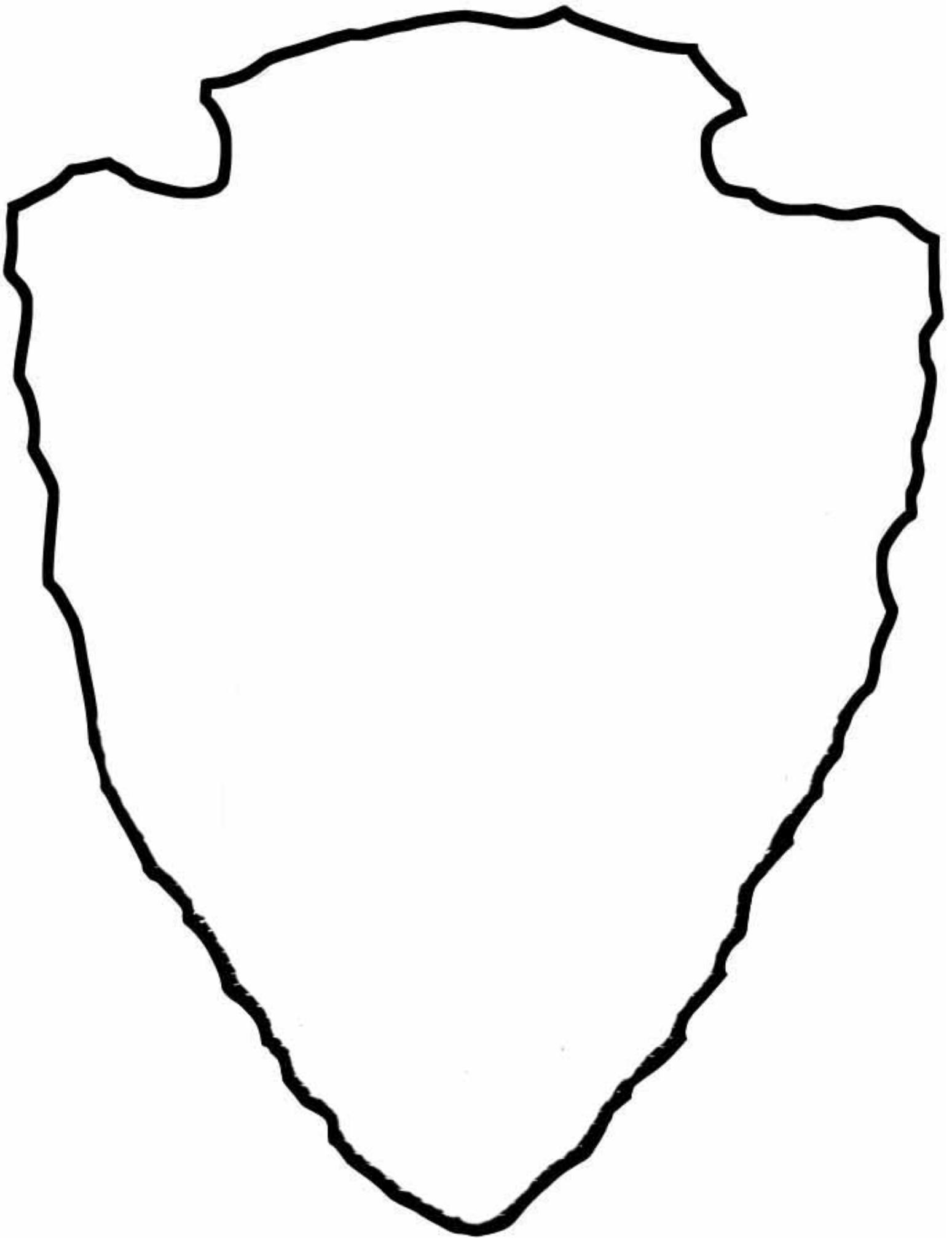




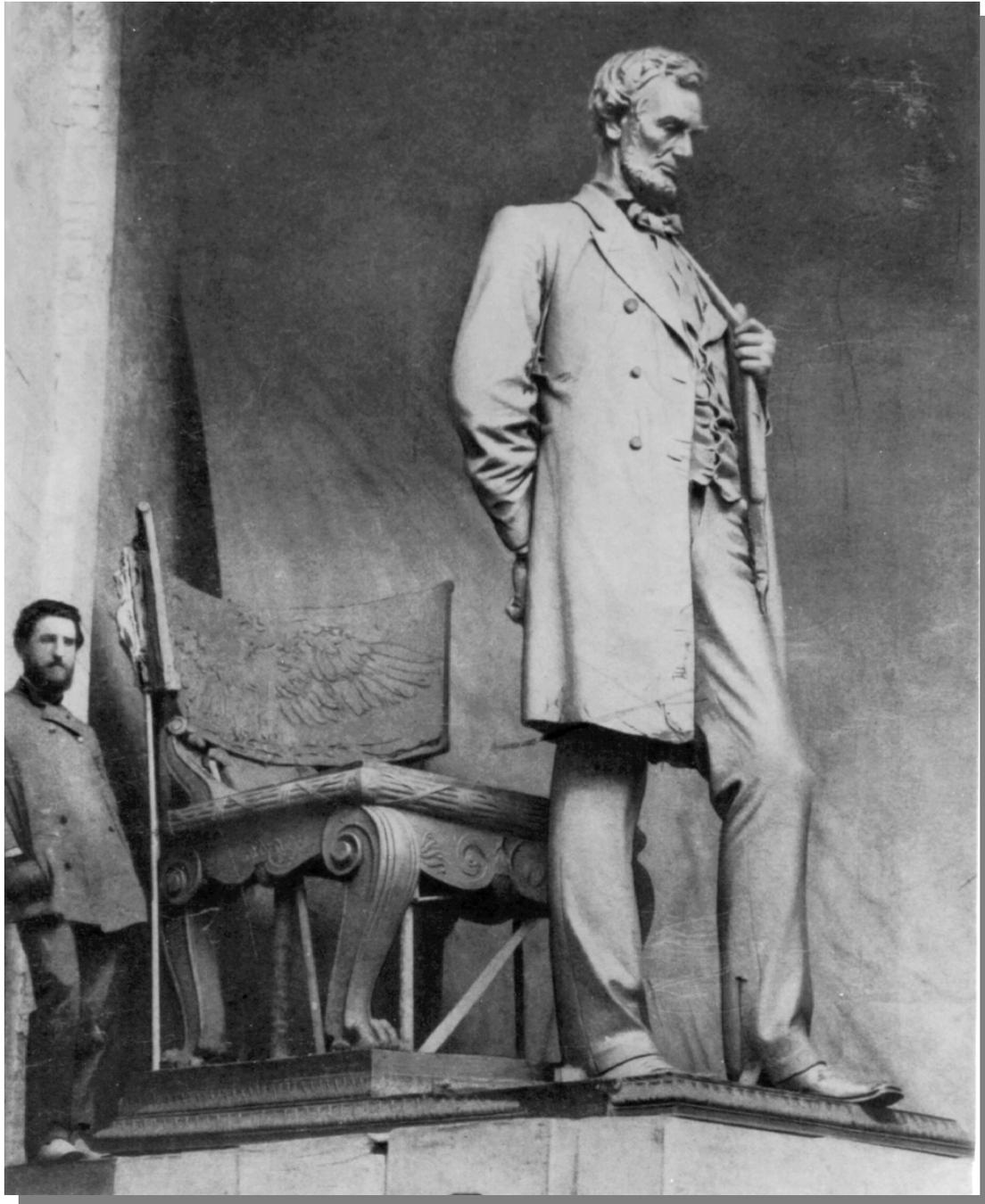
**Saint-Gaudens National Historic Site
Cornish, New Hampshire**

NATIONAL
PARK
SERVICE





Who do you recognize in this photograph?

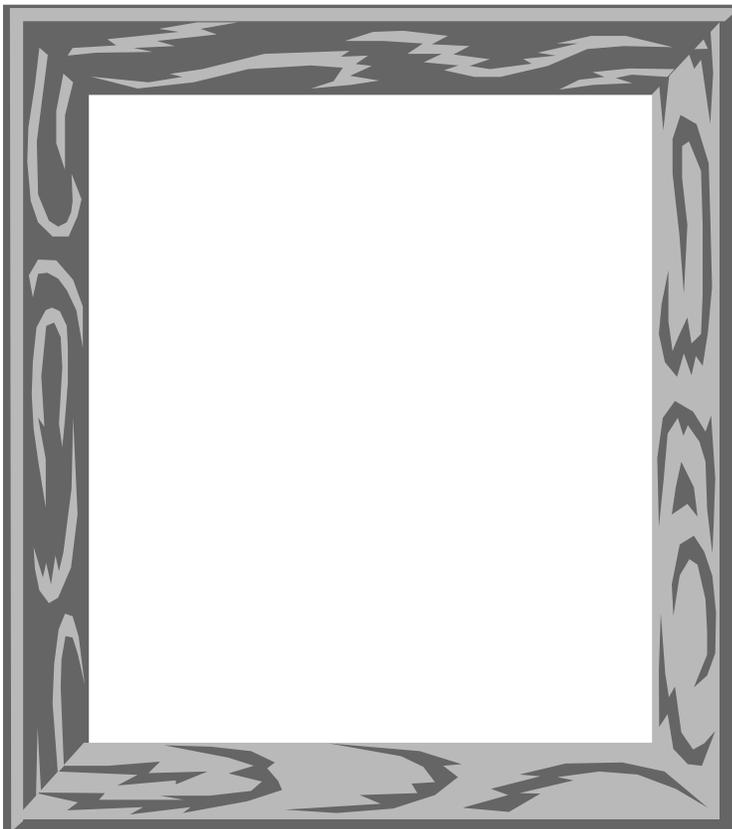
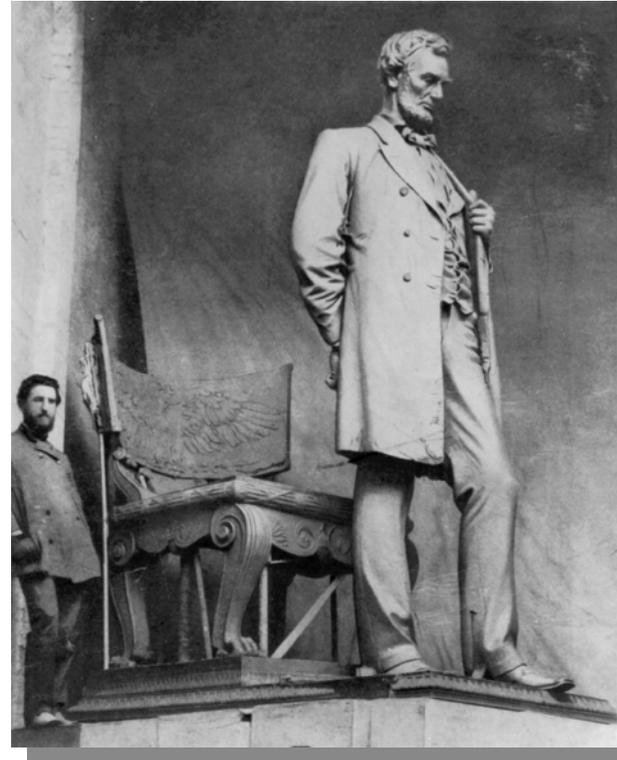


Meet Augustus Saint-Gaudens

Who do you recognize in this photograph?

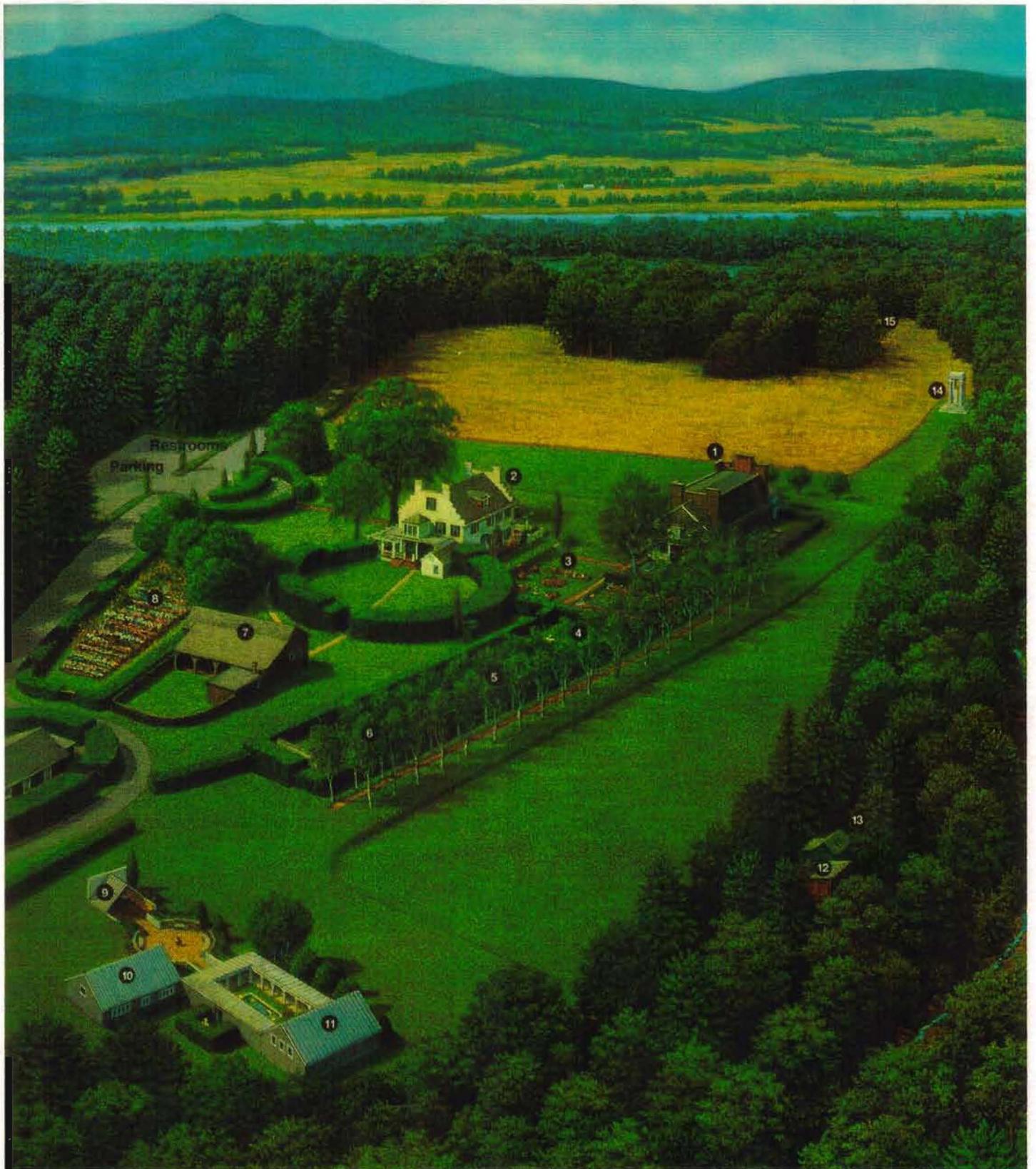
You know that the statue is of President Abraham Lincoln. Who is the man standing behind the sculpture? He is an important American, too. He is the artist who made this statue, known as “The Standing Lincoln.” He is the sculptor, Augustus Saint-Gaudens. He was born in 1848, more than 150 years ago. He was a young man during the American Civil War. Later, after he had worked for many years as a sculptor, he created monuments like this one to American heroes of the Civil War.

Augustus Saint-Gaudens created hundreds of works of art during his lifetime including the designs for two United States coins. Because he is an important person in American history, his home in Cornish, New Hampshire, is an important place, where visitors can learn more about this special American artist.



- Draw a portrait in the frame of someone who is important to you.
- Saint-Gaudens made statues and **portrait reliefs** (drawings in clay) of important people that were special to him.
- Many artists create self-portraits!

THE UNIVERSITY OF MICHIGAN LIBRARY





“Huggins Folly”

Historian's Research Notebook



Name _____

Clues to Discovering the Past



Have your notebook and pencil ready as you tour the buildings and grounds of the Saint-Gaudens National Historic Site.

Listen, look and learn!

Listen closely as the Park Ranger tells the story of Augustus Saint-Gaudens, his family, and his life at his beautiful home in Cornish, New Hampshire.

Look carefully and you'll discover many clues to the way Augustus Saint-Gaudens lived and worked long ago.

Learn the way historians do! Using the evidence you see and hear, answer the questions and complete the activities in your notebook. When you are finished you will have discovered the past from places and things that you see today.

You will see four special buildings on your tour today. These are **historic structures**, meaning that Augustus Saint-Gaudens lived and worked in these very buildings. The Ranger will take you inside some of them. You may also visit other buildings and special places during your tour!

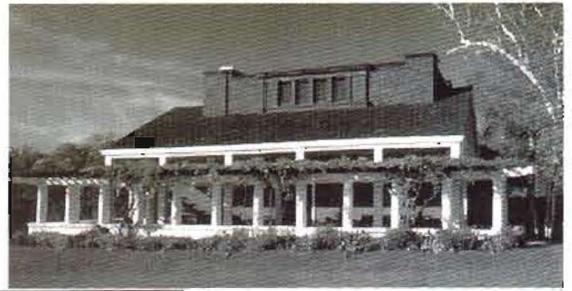
Have fun and remember, when visiting a National Park, take only pictures, leave only footprints!

The activities in your notebook are about these four places:



The Little Studio
"Aspet"
The Stable and Ice House
The Ravine Studio and Trail

The Little Studio



1. Outside:

This is the building where Augustus Saint-Gaudens created his artwork. It's called a **studio**.

The Little Studio has a special kind of porch called a **pergola**. Name three things you see that makes the pergola special.

1. _____
2. _____
3. _____

? Think about this:



This is the room where Saint-Gaudens created his artwork.

1. Can you imagine him working here?
2. Why do you think he had the room made this way, with a nice, large fireplace, huge windows, a large sliding door and a high ceiling?

2. Inside:

What is the first thing you notice about the large room full of artwork? **Circle your choice.**

- The fireplace
- The large north windows
- The large sliding door
- The high ceiling

Looking Closer:

Many of Saint-Gaudens' relief sculptures are **portraits** of people.

Find an example of a portrait-relief.

Who is the person portrayed? _____

What is the date of the portrait? _____

3. Looking at Sculpture:

You'll see two types of sculpture in Saint-Gaudens' studio:

- **Sculpture in the round:**
It is finished on all sides. When you walk around it the sculpture, it is complete from every side.
- **Relief Sculpture:**
This kind of sculpture is very much like a painting or a drawing. Think of it as a drawing in clay.

Look at the sculpture inside:



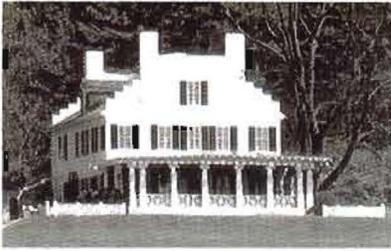
Find three examples of sculpture in the round. Find three examples of relief sculpture. **List them below.**

Sculpture in the round

1. _____
2. _____
3. _____

Relief sculpture

1. _____
2. _____
3. _____



"Aspet"

Augustus Saint-Gaudens named his home "Aspet." He chose the name Aspet because:

(check the phrase that makes the statement correct)

- it was the name of his favorite horse.
- it was the name of a beautiful mountain he'd seen as a child.
- it was the name of the town where his father was born.
- it was the name of an ancient classical sculptor.



Do you remember this picture of **Huggins Folly**? This is a photograph of Aspet the way it looked in about 1885 when Saint-Gaudens first saw it. Today, Aspet looks very much like it did when Saint-Gaudens lived here. You can see that many changes were made to the original building.



Look closely, and name three changes that Saint-Gaudens made to the house.

1. _____
2. _____
3. _____

Did you include the columned porch on the west side?



Think about this:

Augustus Saint-Gaudens changed an old, dark, neglected building into a lovely home surrounded by a beautiful landscape of grassy hills, trim hedges, and colorful gardens.

1. What does this tell you about Saint-Gaudens and what was important to him?
2. How does his home in Cornish relate to the natural environment?
3. How does visiting the home of a person from the past help you to understand or appreciate that person?

From the west porch of Aspet...

Look across the lawn to the west. Beyond the woods runs a river that creates the border between New Hampshire and Vermont. Do you know the name of that river? (Hint: it has the same name as another state).

_____ River

Beyond the river is a mountain range in the state of Vermont.

Notice the largest mountain in sight.

The mountain you see was very important to the Saint-Gaudens family and other artists who lived in this region. The beautiful view of the mountain was one of the reasons Mrs. Saint-Gaudens wanted to live here, and she and many other artists painted, drew, sculpted or wrote about it. Find out its name (a Park Ranger can help you with this) and write it in the blank:

Stable and Ice House



The stable and ice house was built in the 1880s. The building and the antiques inside are very old. Look carefully, but please don't touch!

Here, you can compare many differences between life in Saint-Gaudens day to life in present times.

 **Look for the items listed in the table.**

Examine each one carefully and try to understand how it worked. Next, think about present day life. What do we use today that has replaced these old things?

Things in stable	What we use today
Horse-drawn carriage	
Ice Room	
Horse-drawn mower	
Horse stalls	
Water Tank for firefighting	
Horse-drawn sleigh	



Think about this:

Life is very different today than it was when Augustus Saint-Gaudens lived. Some people say that life was better "in the good old days." What do you think?

1. Does it take longer to use old-fashioned things or modern things? Are old things or new things easier to take care of?
2. Did people of the past work harder than people do today?
3. Think about travel. How long did it take you to get here today? How long do you think it would have taken if you had come in a horse drawn-wagon? Have you ever ridden in a horse-drawn vehicle? Was it comfortable?
4. Think about the road you traveled on to get here. What do you think the roads were like a hundred years ago?
5. How often do you travel to another city or county? How often do you think people in the past traveled to the next town or to visit a distant friend or relative, when travel was by horse-drawn vehicle?

The Ravine Studio and Trail



The Studio

This studio was built about 1900 and was used by Saint-Gaudens' assistants for marble carving and later for making sculptures.

After more than one hundred years, this studio is still being used by sculptors today! You might see a sculptor doing the same kind of work that Saint-Gaudens did many years ago.



Look at the studio and its surroundings.

What do you see that might make it a good place to create artwork? Write down two things.

1. _____

2. _____

The Trail

Saint-Gaudens loved hiking on his trails. The Ravine Trail begins next to the Ravine Studio. The trail follows an old cart path along Blow-Me-Up Brook. At the lower end is a swimming hole. Imagine Augustus Saint-Gaudens and his family and friends enjoying the "pool" on summer days!



Find a spot along the trail to sit. Use a rock, stump, log, or even the forest floor as your seat. Sit for a few minutes and try not to talk. Instead **look** and **listen**. Look up at the branches of the trees and down onto the forest floor. Listen to the sounds of the forest and the brook.

What do you hear?

What do you see?



Think about this:

1. Why do you think Augustus Saint-Gaudens chose this spot to build a studio?
2. How does the studio relate to the natural environment?
3. Where do you like to go to do your homework? To think and dream?
4. How does a place affect what you do and how you do it? How does a place affect how much you enjoy what you are doing?

After the Tour...



- Think about your visit at Saint-Gaudens National Historic Site. Think about what you learned about the environment, historic structures and artifacts that you saw.

What did you enjoy most about the tour?

What did you learn about Saint-Gaudens NHS that you might not have learned from reading a book or looking at pictures? List some of the things you learned, saw or felt during your visit.

Do you think it is important to preserve and protect historic places and things? Why?

Look back through your notebook and find this picture:

Choose one of the four "Think about this" activities.
Write your answer below.



Now that you have visited a National Park,

- Continue to learn about America's National Parks!
- Always care for and protect your National Parks!

Name _____

Hidden Word Search

Find the hidden words that fit the clues given below.

F O A R B Y Z O O B I D R T E K S U E F J I W I
T H I V O R Y H I S T O R I A N R T I S I D G O
F R T N G T H A T L E E S P H E B I A R D S S I
N E G S W I B T L Y N O S W A N D T H B E N I G
O S V E R A R D U N S E T R A B L V E R L N O B
E O L O W I T T O X E A U T W O J O T A N E G O
T U T O I H A Q U A F E D E L I N G W E A E N O
F R A U G U S T U S S A I N T G A U D E N S P Q
Y C I N G A W S I S A F O Y M O A R E T W I S H
T E I M A A D N T H A N C S M U S K P A T S O I
Y S L U A B E X Y S U B T H E N U H E R P S M C
I L O L N G I R O N H Y T U K E S A S L A R K E
T O I E O E P R T H O F I T E G T I N G T H A H
T S K O W W I T A I S C U L P T U R E E I S H O
H I H L E V S E R N T D K Q U I M E T O S M E U
L I B H E T O T R S G E S I F Y L U C A N T S S
A Y T O M E T H O I N E G N I C E D O U T S A E
Y R S Y T H I N W N G A R T A L L Y O U G O G I
R L S E M F M A H T E T E R S I S A T F I R S T
H Y O U D O O N E S A T C A I D T R I E N D T R
I T A G A I N H A V E A N E X T R A N I C E D A
S Y D O N T C O D U N T Y O U S C U L P T O R R
T C A S P E T H I C H E N S B E F O R E Q U E Y
O H A T C H Z H Y O G U R T W K H A P P E N S O
R S S A I N T G A U D E N S N H S A S K W H A T
Y G U C A N Z I D O G F E R W A I U C E J A C E

- 1) The only National Park in New Hampshire
- 2) An artist who creates a three-dimensional object from clay, stone, or other materials
- 3) A symbol of the National Park Service
- 4) A person who works at a National Park giving tours, answering questions and helping visitors
- 5) The study of the past
- 6) The National Park Service protects these; they may be cultural or natural
- 7) He created a famous statue of Abraham Lincoln
- 8) A special building where an artist works
- 9) The house where Augustus Saint-Gaudens lived
- 10) A building for horses
- 11) A building for cold storage
- 12) Three-dimensional art work
- 13) A person who studies the past
- 14) Can you guess? It was the first National Park in America

Name _____

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F O A R B Y Z O O B I D R T E K S U E F J I W I
T H I V O R Y H I S T O R I A N R T I S I D G O
F R T N G T H A T L E E S P H E B I A R D S S I
N E G S W I B T L Y N O S W A N D T H B E N I G
O S V E R A R D U N S E T R A B L V E R L N O B
E O L O W I T T O X E A U T W O J O T A N E G O
T U T O I H A Q U A F E D E L I N G W E A E N O
F R A U G U S T U S S A I N T G A U D E N S P Q
Y C I N G A W S I S A F O Y M O A R E T W I S H
T E I M A A D N T H A N C S M U S K P A T S O I
Y S L U A B E X Y S U B T H E N U H E R P S M C
I L O L N G I R O N H Y T U K E S A S L A R K E
T O I E O E P R T H O F I T E G T I N G T H A H
T S K O W W I T A I S C U L P T U R E E I S H O
H I H L E V S E R N T D K Q U I M E T O S M E U
L I B H E T O T R S G E S I F Y L U C A N T S S
A Y T O M E T H O I N E G N I C E D O U T S A E
Y R S Y T H I N W N G A R T A L L Y O U G O G I
R L S E M F M A H T E T E R S I S A T F I R S T
H Y O U D O O N E S A T C A I D T R I E N D T R
I T A G A I N H A V E A N E X T R A N I C E D A
S Y D O N T C O D U N T Y O U S C U L P T O R R
T C A S P E T H I C H E N S B E F O R E Q U E Y
O H A T C H Z H Y O G U R T W K H A P P E N S O
R S S A I N T G A U D E N S N H S A S K W H A T
Y G U C A N Z I D O G F E R W A I U C E J A C E

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Pop Quiz

Can you name these National Parks?
Read the following descriptions to identify each park.
Write your answers below, one letter for each blank.

1. Old Faithful, one of the most famous natural wonders of the world, is a famous feature of this park that became the world's first national park in 1872.

2. Established as America's second national park in 1890, it is known for its famous sequoia forest.

3. St. Mary's Lake is one of the many lakes in this park, created ages ago by moving glacial ice.

4. Carved into the face of a 60-million-year-old granite mountain are the portraits of four American presidents at this inspirational Park Service site.

5. This park preserves some of the best archeological sites of the ancestral Pueblo people called the Anasazi. The remains of their stone cities are sheltered in the recesses of canyon walls in various parts of the park.

6. On April 12, 1861, a mortar shell exploded over this fort signaling the beginning of the Civil War. Today it is one of many National Park areas that commemorate a Civil War battle site.

Bonus! Can you name the state where each of these National Park sites is located?

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Did you know? Today there are almost 400 National Park Service sites. "National Park" is the general term for these sites, but each one has a certain designation. There are many different park designations, including, for example, National Park, National Battlefield, National Historic Site, National Memorial, National Monument, National Recreation Area and National Scenic Trail.