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# Working Diary

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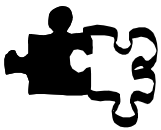
## Mount Rushmore National Memorial Quarter

### Grades Seven and Eight



### OBJECTIVE

Students will research and evaluate the lives of the workers who created Mount Rushmore using primary and secondary resources.



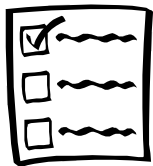
### SUBJECT AREA 7 CBB97 HCBG

- Social Studies
- Language Arts



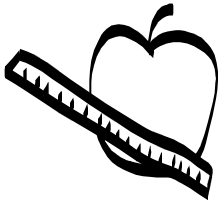
### SUMMARY

1. Display and examine the “Mount Rushmore National Memorial Quarter” page or use the zoom feature on the coin’s page at [www.usmint.gov/mint\\_programs/atb/?local=MountRushmore](http://www.usmint.gov/mint_programs/atb/?local=MountRushmore). Locate this national site on a class map. Note its position in relation to your school’s location. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs. Each design will focus on a different national site—one from each state, territory and the District of Columbia.
2. Read the description of the coin. Emphasize the design showing the workers sculpting the memorial.
3. Review the concept of primary resources. Review the writing process (prewriting, writing, editing and revising and publishing). Tell the students that they will be researching the lives of the people who created and sculpted the memorial and writing a diary from the perspective of one of the workers. The diary should cover a five-day period.



### ASSESSMENT

Use the “Mount Rushmore Diary Rubric” to evaluate whether the students have met the lesson objective.

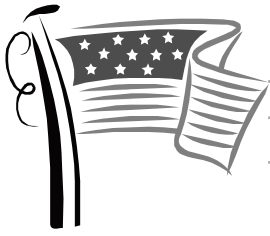


# Working Diary



## RESOURCES

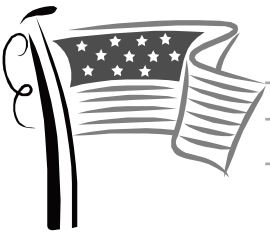
- Worksheets:
  - “Mount Rushmore National Memorial Quarter”
  - “Mount Rushmore Diary Rubric”
- An age-appropriate text that gives information about Mount Rushmore, such as:
  - *Mount Rushmore Q & A (Answers to Frequently Asked Questions)* by Don “Nick” Clifford
  - *Hanging Off Jefferson’s Nose: Growing Up On Mount Rushmore* by Tina Nichols Coury
  - *Who Carved the Mountain: The Story of Mount Rushmore* by Jean L. S. Patrick
- Age-appropriate, relevant Web sites, such as:
  - Mount Rushmore National Memorial: [www.nps.gov/moru/index.htm](http://www.nps.gov/moru/index.htm)
  - Mount Rushmore National Memorial Carving History: [www.nps.gov/moru/historyculture/carving-history.htm](http://www.nps.gov/moru/historyculture/carving-history.htm)
  - America’s Library: Mount Rushmore National Memorial, A Local Legacy: [www.americaslibrary.gov/es/sd/es\\_sd\\_mount\\_1.html](http://www.americaslibrary.gov/es/sd/es_sd_mount_1.html)
  - Library of Congress: [lcweb2.loc.gov/diglib/legacies/SD/200003524.html](http://lcweb2.loc.gov/diglib/legacies/SD/200003524.html)
  - Carving the Mountain, PBS: [www.pbs.org/wgbh/amex/rushmore/peoplevents/e\\_carving.html](http://www.pbs.org/wgbh/amex/rushmore/peoplevents/e_carving.html)



Name \_\_\_\_\_

# Mount Rushmore Diary Rubric

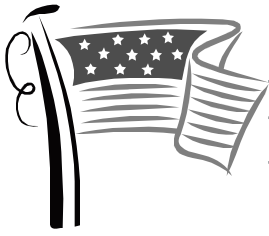
CATEGORY	4	3	2	1	Self	Teacher
<b>Writing Process</b>	Completely used.	Used.	Mostly used.	Seldom used.		
<b>Focus on Assigned Topic</b>	Completely related to the life of the worker.	Mostly related to the life of the worker.	Somewhat related to the life of the worker.	Seldom related to the life of the worker.		
<b>Accuracy of Facts</b>	All details are accurate.	Almost all details are accurate.	Most details are accurate.	Few details are accurate.		
<b>Requirements</b>	All were met.	Most were met.	Some were met.	Few were met.		
<b>Spelling and Punctuation</b>	No errors.	1 or 2 errors.	Several errors.	Many errors.		
<b>Setting</b>	Many vivid descriptive words are used.	Some vivid descriptive words are used.	A few vivid descriptive words are used.	Few or no descriptive words are used.		
<b>Totals</b>						



Name \_\_\_\_\_

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# Mount Rushmore National Memorial Quarter



# The United States of America

