



Mount Rushmore
National Memorial

Mount Rushmore Education Program Planning Worksheet

Instructor Name: _____

Title of Program:

Designing a Monument

Grade level: 9-12 **Subject area:** Visual Arts

Content Standard: Visual Arts for 9th through 12th grades

-Standards: U.S. National Standards for Visual Arts

-List standards:

- [Grade 9-12 Visual Arts Standard 1:](#)

Content Standard

Understanding and applying media, techniques, and processes

Achievement Standard

Proficient:

- Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
- Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Advanced:

- Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation can

Lesson objectives: "The learner will be able to . . .

Utilize resources available in the art classroom to recreate the Mount Rushmore Sculpture, or design their own version, where they choose the four figures from history they feel should be represented by the monumental sculpture. Students will ultimately present their final art piece to the classroom with a persuasive argument for their choices of the figures.

Introduction: What is the hook, the attention grabber, the interesting beginning?

Begin with a discussion of what a heritage site is. Introduce students to Mount Rushmore as an American heritage site. Look at the before and after photos of the

Mountain. The students should be able to have a discussion about the significance of human design and how we shape the world around us. Explain Gutzon Borglum's design as the "ideal" choice of four figures to be sculpted. Discuss how the word "symbolism" can be used to describe Gutzon's intent. Use the quote from the Hall of Records plaque as a part of the discussion, as well as the longevity of the sculpture and its far-reaching influence. This provides a challenge to students to choose their own four figures that they would have carved into the Black Hills.

Content: Body of lesson, sequence of learning activities.

(Keep them busy, keep them active, keep them thinking, keep them involved)

Best practices include interactive, interdisciplinary, inquiry based, hands-on, multi-sensory, engaging learning activities.

Activities might include listening, viewing, reading, writing, drawing, calculating, thinking, discussing, sharing, simulations, cooperative learning.

After completing the introduction, begin looking closer at the sculpture by using the provided Measurable 3D PDF of the model, or the [3D Viewer](#) on the CyArk website. In both the 3D PDF and online 3D Viewer, the teacher can cut sections through the model to give the students a better understanding of the 3-dimensional volumes of the mountain.

Hands-on activity: Through the resources available in the art classroom (like traditional mediums of sculpture or drawing/painting), students are to create their own representation of Mount Rushmore. Students choose to either recreate the Mount Rushmore sculpture as it is or design their own version where they choose four alternate figures from history. Once the art pieces are complete, the students are to create a poster to present their creation and reasoning to the rest of the class. The poster should incorporate the created art piece along with support materials for explaining their choices of figures in the sculpture as well as any challenges they may have faced in creating the sculpture or drawing.

(Optional) If the student chooses to use sculpture as their medium, they may experiment with transposing their creation into a 3D digital model using free software like [123D Catch by Autodesk](#). For a CyArk lesson plan on using this technology, click [here](#).

Alternate Option: think of using a different local sculpture as the starting point for this activity.

Materials needed: (equipment, handouts, graphic organizer, worksheets, props, papers)

- Computer for introduction presentation and any necessary research
- Photos of Mount Rushmore, before and after carving (provided)
- Photograph of the plaque in the Hall of Records (provided)
- Measurable 3D PDF of the mountain (provided—Teacher should spend some time becoming familiar with this file's use ahead of time)
- (optional) camera for capturing sculpture and creating 3D model online, computer and internet access
- Sculpture or drawing/painting materials
- Materials for creating a poster for class presentation

Summary and conclusion of lesson: What helps set a course of action or leaves them thinking?

Summarize concepts covered through activities.

Theme statement: (The “big picture”, the final result, the “so what?!”)

Art can influence/impact generations of society. The design and intent of one person can live on for decades. Think of other examples of artists who influenced their generation and future ones.

Evaluation method: How will we see the success of your program?

Example: completed worksheets, class discussion, drawings

Evaluate based on rubric on following instructions on project and completeness of presentation. Students can vote on their favorite creation.