

Frontier Grant Lesson Plan

Teacher: Lisa Dreadfulwater

Topic: Mt. Rushmore and American symbols

Grade/Subject: Grades 1 – 3 but can be adapted to additional grade levels/social studies

Lesson Duration: 1 week (30 minutes per day) + (depending on components used)

Content Standards:

Goal 1.1: Build an understanding of the cultural and social development of the United States.

3.SS.1.1.1 Explain that people in the United States share a common heritage through patriotic holidays and symbols.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

1.SS.2.1.1 Explain what maps and globes represent and how they are used.

1.SS.2.1.2 Use directions on a map: East, West, South, and North.

Guiding/essential questions:

Why was the monument sculpted?

How did Mt. Rushmore affect the local community?

How did Mt. Rushmore affect the environment?

Learning activities:

Given this Host File about Gutzon Borglum and the carving of Mt. Rushmore, the students will take a closer look at the E.S.P. (economics, social, political) of the case. Using a variety of the resources listed, the students will be able to show/explain through art, a poster, a PowerPoint presentation, a self-illustrated book, or a poem:

- *why the monument was sculpted

- *how it affected the local community

- *how it affected the environment

- *the historical impact the monument and the choice of Presidents had as a national symbol

Using a map the students will be able to locate where Mt. Rushmore is by explaining the continent it is found in, the country it is located in, the state where it resides, where it is in relation to Idaho, and which direction one would have to go in order to travel from various points on the map.

Identify the significance of symbols in the United States (Why is Mt. Rushmore considered a National Monument and symbol of America? Who was chosen to be represented on Mt. Rushmore? What contributions did these Presidents make to the United States?)

Name and locate continent, country, state, and community in which the class lives. Use directions on a map: East, West, South, and North. (Using a map locate our continent, country, and state. Identify the state where Mt. Rushmore is located. Which direction would you need to travel to get from our state to South Dakota? What did our country look like at the time Mt. Rushmore was being sculpted? What did our country look like prior to this?)

Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions. (Why was South Dakota chosen for this sculpture? How did the location impact the environment? How did humans impact the environment and what factors had to be considered during the sculpting process?)

Explain basic economic concepts. (Was the carving of Mt. Rushmore a need or a want? In terms of the artist who designed Mt. Rushmore – was his work a need or a want? What impact did it have for the state of South Dakota? How were the families of the workers affected by the monument being sculpted?)

Additional topics to potentially pursue using this lesson as a springboard.

The Depression with economic, social, political implications was happening during the carving of Mt. Rushmore. The students could delve deeper into actual lives of the workers to discover how they were affected by The New Deal and the change of presidency during this time.

The various jobs that were available in the area at the time, the price paid for wages, the demands of the various positions, the daily routine or schedule of the workers, and the role women played in the carving could be further explored.

Cost of living comparison between then and now could be made using primary sources.

Using photographs and journal entries, a comparison/contrast of the types of housing, clothing, supplies available to the workers could be made.

Changes occurred over time on the project. Technology and inventions improved the way the project proceeded. Electricity was actually brought to this part of South Dakota which dramatically changed the way the drilling was done. How were Borglum's original plans altered?

If you could vote for another President to be added, who would it be and why?

Assessment: A checklist will be used for the assessment including both the E.S.P. and the mapping components.

Resources:

Mount Rushmore Q&A Answers to Frequently Asked Questions by Don “Nick” Clifford
Mount Rushmore Worker 1938-39-40

Mt. Rushmore and the Badlands pamphlet pages 24-31 by Oh Ranger

<http://keystonehistory.com/carvers.html>

<http://www.pbs.org/wgbh/amex/rushmore>

<http://www.nps.gov/moru/historyculture/index.htm>

<http://www.nps.gov/moru/historyculture/people.htm>

<http://www.nps.gov/moru/historyculture/why-these-four.htm>

<http://www.nps.gov/moru/historyculture/mount-rushmore-national-memorial.htm>

<http://www.nps.gov/moru/historyculture/upload/Mount%20Rushmore%20Enabling.pdf>

letter from Coolidge as a primary document

<http://www.nps.gov/moru/historyculture/upload/Borglum%20letter2.pdf>

telegram from Borglum as a primary document

<http://gardenofpraise.com/ibdborg.htm> bio and online activities that can accompany the lesson such as word searches, crossword puzzles, etc.

<http://www.nps.gov/moru/historyculture/carving-history.htm>

<http://www.webrangers.us/>

<http://www.nps.gov/moru/faqs.htm>

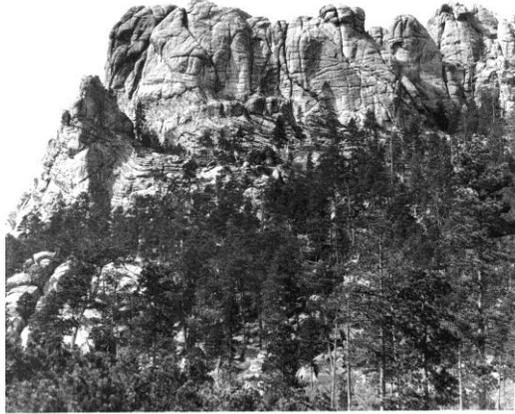
http://www.bing.com/images/search?q=Historical+photos+of+mt+rushmore+&g_o=&form=QBIR&qs=n#focal=3c7272451ea5a53256f54f58885cfe45&furl=http%3A%2F%2Fkeystonehistory.com%2Fimages%2Frushmoreminers.jpg

<http://www.nps.gov/moru/photosmultimedia/photogallery.htm>

<http://www.nps.gov/moru/photosmultimedia/index.htm>

Slideshow of historic photos including machinery, cables, winch house, granite rock prior to carving

Host File # 1927-1941



The National Historical Society is in need of your assistance. In March of 1867 this gentleman was discovered “crawling near Bear Lake” which was located in the Idaho Territory. He didn’t remain there for long. 60 years later following many artistic endeavors, he was found “hanging” around this mountain. Why was this a “monumental” setting for Gutzon Borglum? How did his work turn into a piece of “dynamite”? In what way did he “drill” his way through the South Dakotan economy? How did he establish a way for Americans to see the “faces” of national importance as a symbol for our country? This task, if you choose to accept it, will instill “four” times the amount of pride in America than expected.

Name _____

Mt. Rushmore Mapping Checklist

State standards:

Name and locate continent, country, state, and community in which the class lives.

Use directions on a map: East, West, South, and North.

_____ Student locates continent we live on using a map or globe

_____ Student locates country we live in using a map or globe.

_____ Student locates state we live in using a map.

_____ Student locates the community we live in using a map.

_____ Student locates the state Mt. Rushmore is located in using a map.

_____ Student identifies which direction one needs to travel to get from our state to South Dakota?

_____ Bonus: Student is able to choose various locations on the map or globe and identify which direction to travel to reach South Dakota.

Name _____

Economic, Social, and Political Impact of Mt. Rushmore Checklist

_____ Student has included at least two ways the carving of Mt. Rushmore economically affected the people living in the area.

_____ Student is able to list or orally describe the living conditions the carvers encountered while working on Mt. Rushmore.

_____ Student has shown at least two ways the people of South Dakota or people from other states were affected socially by the carving of Mt. Rushmore.

_____ Student is able to list each of the 4 presidents included in the Mt. Rushmore sculpture.

_____ Student is able to list what each President represents politically/historically in reference to Mt. Rushmore.