



Mount Rushmore
National Memorial

Mount Rushmore Education Program Planning Worksheet

Instructor Name: _____

Title of Program:

Carving Tools at Mount Rushmore

Grade level: 3-5 **Subject area:** Visual Arts

Content Standard: Visual Arts for 3rd through 5th grades

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

-List standards:

- [Grade k-4 Visual Arts Standard 1:](#)

Content Standard

Understanding and applying media, techniques, and processes

Achievement Standard

- Students know the differences between materials, techniques, and processes
 - Students describe how different materials, techniques, and processes cause different responses
 - Students use different media, techniques, and processes to communicate ideas, experiences, and stories
 - Students use art materials and tools in a safe and responsible manner
- [Grade 5-8 Visual Arts Standard 1:](#)

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

Learn about the marks that carving tools make. Students will learn about the processes of rock removal that were used at Mount Rushmore and understand why the different tools were used at each point of the process.

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

Start with a hands-on activity with a sculpture material (paper, clay, soap, etc.) and a tool (spoon, toothpick, scissors). Pair an inappropriate tool with the chosen sculpture material so that students can attempt and learn that they really need a different tool for the job.

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 with a brief history background about Mount Rushmore (where is Mount Rushmore, when was it carved, who carved it and why, where did the name come from? etc.). Discuss how the sculptor, Gutzon Borglum, decided to carve the heads of the four Presidents. Simply put, he had to “sculpt” the rock. Show two pictures of Mount Rushmore: before and after carving.

To explain how the faces and all the shapes within them came to be, show the introduction video, which shows how the sculpture was created. Supplement this video with a discussion about the different types of rock present at Mount Rushmore (i.e. different “materials”) and how that determined the different tools to be used and even the design of the sculpture (use historic photos that show the original location of the Jefferson sculpture, then current-day close up photos to illustrate the different types of rock and “veining”). Also use the provided photographs to introduce the students to the Hall of Records, where tool marks are very easily distinguishable.

Hands-on activity: Have students pick out a sculpting material and think about what they want their sculpture to look like. Students then have to determine which tool(s) they need to choose in order to create the sculpture they have in mind. When sculptures are complete, students present their sculptures to the class and talk about their material/tool choices and how well those choices played out in creating their sculpture.

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)
- Mount Rushmore introduction video (provided—if the entire video is too lengthy, the segment between 6:25 and 11:50 provides a sufficient introduction to how the mountain was carved)
- Photograph of the original location of the Jefferson sculpture (provided)
- Photographs of the sculpture to see different types of rock and “veining” (provided)
- Photographs of tool marks from the Hall of Records (provided)
- Optional (from National Park Service): Physical tools used
- Alternately, can use images of tools
- Sculpture materials (soap, clay, modeling paste, rock, cardboard, paper, plaster, etc.)

-Tools (think about various tools that can be used with the sculpting materials above: spoons, scissors, glue, toothpick, plastic knives, string, pencils, straws, etc.)

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?!”)

Look around you and think about how things were made. When we want to make something, it doesn't always turn out the way we pictured it. The materials you make it out of and the tools you chose to use will determine what you end up with.

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

Example: completed worksheets, class discussion, drawings

Teacher monitors the student's engagement and progress with the hands-on activities and class presentation.