

# Teacher Project Pack

## Monumental Men

### Overview

George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt were monumental men who made significant contributions to our country. Through image analysis and individual and group project work, students learn about the characters and contributions of these presidents and determine for themselves the qualities and accomplishments that make someone worthy of a lasting tribute.

### To complete this project, students will . . .

- review the purposes of monuments and contemplate the qualities and accomplishments that make someone worthy of a lasting tribute.
- learn basic facts about Mount Rushmore.
- learn fun facts about the characters and contributions of the four presidents depicted on Mount Rushmore.
- analyze historical images of each of the four presidents depicted on Mount Rushmore to develop their own views of the characters of these men.
- compare and contrast the characters and contributions of the four presidents.
- decide if they agree or disagree with the selection of these four men for this great national monument and suggest other leaders who deserve a similar tribute.
- reflect on their own characters and accomplishments.
- describe contributions they would like to make to our country that would merit them receiving a lasting tribute.
- add their own images to Mount Rushmore.

## Objectives

**Upon completing this project, students will be able to . . .**

- learn how to identify various types of primary sources.
- identify, as well as compare and contrast, the characters and contributions of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.
- analyze historic images using objective and subjective techniques.
- determine the qualities and accomplishments that make someone worthy of a lasting tribute.

## Standards

This project meets the following Illinois learning standards and goals for grades 6-8 in Language Arts, Social Science, and Fine Arts.

### Language Arts

**1B** Apply reading strategies to improve understanding and fluency.

**1C** Comprehend a broad range of reading materials.

**3C** Communicate ideas in writing to accomplish a variety of purposes.

**5A** Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

**5B** Analyze and evaluate information acquired from various sources.

**5C** Apply acquired information, concepts, and ideas to communicate in a variety of formats.

### Social Studies

**16A** Apply the skills of historical analysis and interpretation.

**16D** Understand United States social history.

### Fine Arts

**27A** Analyze how the arts function in history, society and everyday life.

**26B** Apply skills and knowledge necessary to create and perform in one or more of the arts.

**27D** Understand how the arts shape and reflect history, society, and everyday life.

## Guidelines

**Review background information:** Students will need basic understanding of primary sources to complete this project. For ideas on how to present this information, please review the Primary Sources online learning module and the student lesson on [Types of Primary Sources](#) from the Library of Congress Learning Page.

**Prepare materials for implementation:** You will need copies of the Mount Rushmore Fact Sheet, primary source images of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt; the president information materials and fact sheets; the image analysis worksheet; the Comparing Leaders Venn diagram; the Student Fact Sheet, the Mount Rushmore voting cards, and the Mount Rushmore illustration.

**Be flexible with implementation:** Consider having students work individually, in pairs, or in groups.

**Allow for sufficient time to implement:** Working independently and collaboratively, students will need approximately five 40-minute class sessions to complete the project and approximately 30-60 minutes outside of class to complete this project. (Extra time will need to be allotted to implement extension activities.)

## Directions

### Session 1

1. Ask students to define what a monument is.  
**monument:** “lasting evidence, reminder, or example of someone or something notable or great”<sup>1</sup>
2. Next ask students what types of people deserve monuments. What qualities should they possess? What contributions are worthy of a memorial tribute?
3. Now ask students to list some national, state, or local monuments that they know of.
4. Inform students that national monuments are created for the public, often with public funds and the advice of the public.  
**national monument:** “a place of historic, scenic, or scientific interest set aside for preservation usually by presidential proclamation”<sup>2</sup>
5. Now inform students that they will be learning a bit about one of our country’s, and the world’s, most famous monuments. (You may wish to have students guess before giving them the answer.)
6. Ask students what they know about Mount Rushmore, making sure to list each of the four presidents depicted on Mount Rushmore. Using what they know about these presidents, discuss why they think these presidents were chosen to be memorialized. Be sure to keep a list of these reasons on chart paper or to write them on the board and have students copy into their notebooks. (For more information on this subject, you may consult the following websites:

[http://www.nps.gov/archive/moru/park\\_history/carving\\_hist/why\\_these\\_pres.htm](http://www.nps.gov/archive/moru/park_history/carving_hist/why_these_pres.htm);

[http://www.pbs.org/wgbh/amex/rushmore/sfeature/sf\\_monuments.html](http://www.pbs.org/wgbh/amex/rushmore/sfeature/sf_monuments.html);

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<sup>1</sup> “Monument,” Merriam-Webster’s Online Dictionary. <http://m-w.com/dictionary/monument> (accessed 12/05/06)

<sup>2</sup> “National monument,” Merriam-Webster’s Online Dictionary. <http://m-w.com/dictionary/national%20monument> (accessed 12/05/06)

[http://www2.nature.nps.gov/geology/parks/moru/;](http://www2.nature.nps.gov/geology/parks/moru/)

[http://www.presidency.ucsb.edu/ws/index.php?pid=24175.\)](http://www.presidency.ucsb.edu/ws/index.php?pid=24175.)

7. Direct students to read the text about Mount Rushmore from the Library of Congress individually or in groups and then answer the questions on the Mount Rushmore Fact Sheet.

### **Homework Assignment After Session 1**

If needed, have students finish filling out the Mount Rushmore Fact Sheet at home

### **Session 2**

1. Review the answers to the Mount Rushmore Fact Sheet as a class.
2. As a class, review what primary sources are and have the students brainstorm a list of primary sources. This list can be written on the blackboard or on a sheet of poster paper, which can then be posted on the wall.
3. Explain to students that they will be reading text and reviewing several primary sources to learn more about George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.
4. Divide the class into four groups and assign one of the four presidents to each group.
5. Further divide each group into smaller groups. Give each student one section of the biographical materials about the assigned president; if there are more than four students in a group, pair students together or have one act as group secretary.
6. Direct each student to read aloud his/her text to the group.
7. Ask students to fill out as much information on the individual president fact sheet worksheets as they can utilizing their assigned biographical section.

## Homework Assignment After Session 2

If needed, have students finish filling out the individual president fact sheets at home.

### Session 3

1. Direct the small group secretary to fill out the group president fact sheet with input from all group members.
2. Divide the class into new groups of at least four students, one from each president. Then direct these groups to work together to fill out the Comparing Leaders Venn diagram.
3. Share the results in a class discussion, adding the newly discovered qualities and contributions to the lists you made the other day.
4. As a class, discuss why, or why not, these men deserved to be memorialized on Mount Rushmore.

### Session 4

1. Explain to students that they will be analyzing images of the presidents both objectively – describing only what they see – and subjectively – describing what they think and feel – to draw their own conclusions about the presidents.
2. Divide students again into the four president groups and give each group an image analysis worksheet and distribute the appropriate presidential portraits.

**Washington:** [http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field\(NUMBER+@band\(cph+3a10229\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a10229)))

**Jefferson:** [http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field\(NUMBER+@band\(cph+3a10227\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a10227)))

**Lincoln:** [http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field\(NUMBER+@band\(ichicdn+n007078\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n007078)))

**Roosevelt:** [http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field\(NUMBER+@band\(cph+3a09872\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a09872)))

3. Direct student groups to complete the image analysis worksheets for their assigned president.
4. As a class, discuss how the images reinforced or changed their views of the presidents.
5. Have each student vote if each president deserved to be memorialized on Mount Rushmore (voting cards available from the Student Materials section).

### **Homework Assignment After Session 4**

Have students fill out the Student Fact Sheet at home.

### **Session 5**

1. Share vote tallies with students and ask them to defend their votes.
2. Ask students to share their desired future contributions notated on their Student Fact Sheets (question 11).
3. Work in groups or as a class to take a digital picture of each student with an expression suitable to Mount Rushmore that they will add to the Mount Rushmore illustration (illustration available from the Student Materials section). (If digital cameras are not available, you may advise students to bring in a photo print of themselves or to draw their portraits.)
4. Direct students to add their image to Mount Rushmore. [Students may print out a picture and paste it into the .pdf illustration or may add their digital image to the .jpg file using a photo editing program (to save the best quality .jpg file PC users should right click and Mac users should hold down the Command/Apple key and click the link above and then select either Save Target As, Save Link Target As, Download Linked File, or Save Link As depending on which browser you use).

## **Extension Activities**

### **Social Studies Connection: National**

Have students research another president or other national leader and provide a written and/or oral argument about why this person should be added to Mount Rushmore.

#### **Connections to Illinois Learning Standards**

**14D** Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

**16D** Students who meet the standard understand Illinois, United States, and world social history.

### **Social Studies Connection: Local**

Have students research a local leader and provide a written and/or oral argument about why this person should be added to Mount Rushmore.

#### **Connections to Illinois Learning Standards**

**14D** Students who meet the standard can understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.

**16D** Students who meet the standard understand Illinois, United States, and world social history.

## **Language Arts Connection: New Mount Rushmore Dedication**

Have students write a press release

(<http://www.studentsforafreetibet.org/article.php?id=394>) or presidential address (<http://www.presidency.ucsb.edu/ws/index.php?pid=24175>) detailing the dedication of their own addition to Mount Rushmore.

### **Connections to Illinois Learning Standards**

**3A** Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

**3B** Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

**3C** Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

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## **Science Connection: Geology, Flora, or Fauna**

### **Connections to Illinois Learning Standards**

Have students conduct research and prepare a presentation on the geology, flora, or fauna of the Black Hills of South Dakota.

### **Connections to Illinois Learning Standards**

**12A** Students who meet the standard know and apply concepts that explain how living things function, adapt, and change.

**12B** Students who meet the standard know and apply concepts that describe how living things interact with each other and with their environment.

### **Math Connection: The Mass of Mount Rushmore**

Have students conduct research to determine the dimensions of Mount Rushmore and the amount of rock removed to create the monument.

#### **Connections to Illinois Learning Standards**

**10B** Students who meet the standard can formulate questions, design data collection methods, gather and analyze data, and communicate findings.

### **Art Connection: Mount Rushmore Sculpture**

Have students create a clay sculpture of Mount Rushmore, including their own visage.

#### **Connections to Illinois Learning Standards**

**26B** Apply skills and knowledge necessary to create and perform in one or more of the arts.

### **Music Connection: Mount Rushmore March**

Have students listen to a portion of the *Mount Rushmore March* ([http://www.queenwood.com/mp3/QK\\_881/Q881151.mp3](http://www.queenwood.com/mp3/QK_881/Q881151.mp3)). Ask them if they can identify the instruments they hear (<http://music.utsa.edu/~bharris/ybrp/Analyses/S00/mountrushmoremarch.html>). Then ask students if they think the song befits the spirit of this great national monument. Next ask students to consider what type of music, using what type of instruments, would best capture the spirit of Mount Rushmore for their generation today.

#### **Connections to Illinois Learning Standards**

**27A** Analyze how the arts function in history, society and everyday life.

**27D** Understand how the arts shape and reflect history, society, and everyday life.