

Narrative Performance Task

Task:

Your class has been learning about how challenges can bring out the best in people. Now your school is having a writing competition. Each student in your school is going to write a story to submit to the principal about their idea for a monument that will honor a local hero. Before you begin to work on your story, you will do some research and find two articles that provide information about famous artists who carved monuments in the side of mountains.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then go back and read the sources carefully to gain the information you will need to answer the questions and finalize your research. You may take notes on the information you find in the sources as you read. Your notes will be available to you as you answer the questions.

Directions for Part 1

You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:

After examining the sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read and viewed, which should help you write your story. You may look at your notes when you think it would be helpful.

Source #1: The Making of a Monument

The idea of a mountain monument began as a way to attract tourists. According to the United States Department of the Interior, in 1923 Doane Robinson suggested that South Dakota create giant statues of explorers and Native American leaders in the Black Hills. Robinson wanted lots of visitors to come and spend their money at the businesses in his state.

An Artist's Vision

Robinson contacted the well-known artist Gutzon Borglum. Borglum read Robinson's letter with keen interest; the thought of constructing enormous stone figures fascinated him.

Before long, Borglum visited Robinson and toured the Black Hills. However, he did not care for the needle-like peaks that Robinson suggested for the statues. Borglum thought the tall spires would look like carved totem poles. Instead, Mount Rushmore offered a solid granite wall; it was the perfect carving block.

Borglum also selected his own figures to carve. He chose presidents who had notably shaped the nation's history. The foremost position would go to George Washington; people considered the first president to be the "Father of the Nation." Next on Borglum's list was Thomas Jefferson. Jefferson was responsible for much of our country's growth because he signed the Louisiana Purchase. This agreement bought American land from France, which then owned a large section of our country. Borglum chose Lincoln, too. Lincoln held the country together during the Civil War. For the last position, Borglum decided upon Theodore Roosevelt. This president built our navy and strengthened our country's powers. In addition, Roosevelt was his personal friend.

Finding Funding

Before the project began, a committee formed to find funding. While some people donated money, the amount was too little. Fortunately, Borglum persuaded President Coolidge to visit Mount Rushmore and explained his plan to him. Coolidge approved. As a result, the government agreed to pay most of the costs for workers, supplies, and tools.

Following a Model

How does someone begin chiseling a 60-foot-high head into a granite mountain? First, Borglum built a plaster model of the presidents. Using his model, he measured key distances, such as the width of an eye. Then he multiplied each inch by 12 feet. For instance, a one-inch eye on the model equaled a 12-foot eye on the mountain. Next, workers strapped themselves onto board-like *bosun* chairs. Carefully, ropes lowered the chairs and workers into the correct position on the cliff's face. Then the workers marked the important measurements with red paint.

Dynamite and Jackhammers

Using the paint for guidance, Borglum directed the workers to put charges of dynamite in the places where he wanted some stone removed. Amazingly, he was an expert at determining how much explosive to use to blast away certain areas. After the blasting, ropes lowered drillers with jackhammers. They made lots of shallow holes very close together in the top layer of rock. This "honeycombing" process weakened the rock, so they could take off smaller amounts by hand. Finally, workers used a spinning tool to polish the surface. The different jobs were dangerous, but the National Park Service reports no one was ever seriously injured. After 14 years, the one million dollar project was completed.

A Popular Wonder

Today, nearly three million people visit Mount Rushmore every year. However, the statues are much more than a tourist attraction. People who proudly view the presidential monument consider it to be a lasting memorial to our nation.



NPS Photo

Source #2: A Story Told in Stone

Some Sioux chiefs met and discussed an important idea. They wanted everyone to know their people had “great heroes.” They decided to create a statue that would be a lasting symbol of their people’s spirit.

Honoring a Warrior and a People

One chief, Henry Standing Bear, wrote a letter to the sculptor, Korczak Ziolkowski. The sculptor’s artwork had won a prize at the World Fair and impressed him. Standing Bear asked him if he would construct a large sculpture of their brave Native American leader Crazy Horse on Thunderhead Mountain. Crazy Horse had fought for his people’s rights and tried to preserve their way of life. The chiefs felt his courage and bravery represented the Sioux people well.

One Man’s Mission

Ziolkowski agreed to the request. He arrived in the Black Hills in 1947 and met Standing Bear. The sculptor suggested carving Crazy Horse riding his horse with his arm extended. His finger would point at the lands where his people once lived. He wanted his masterpiece to relate the story of the Sioux nation.

To pay for the project, Ziolkowski collected donations. While the government offered grants, he turned them down. He did not believe the government would provide enough money to complete the project, and he feared government control of his work.

Carving Thunderhead Mountain

After creating a model, Ziolkowski next determined how to fit his design into Thunderhead Mountain. He began his carving with an explosion that blasted away ten tons of rock. He marked key points and used dynamite to remove unwanted stone.

However, Ziolkowski’s work progressed very slowly. The large size of the statue required removing large amounts of rock. In addition, the mountain’s high iron content made carving difficult. Also, at first, he had little money to pay for workers and depended on volunteers for help. Despite the challenges, he worked on the project until his death at age 74.

Modern Methods

Today, Ziolkowski's son is the foreman of the operation. The completed face of the Sioux warrior now gazing from Thunderhead Mountain measures nearly 90 feet. Following the sculptor's model, crews have spent the last ten years blocking out the horse's head, which will measure 220 feet.

Over time, carving methods have greatly improved. Workers now use laser beams, which reflect off the rock, to provide measurements. Special gel explosives allow accurate blasting, and bulldozers and trucks haul stone from the mountain. Jet torches polish finished surfaces.

Fortunately, the Crazy Horse Memorial Foundation is able to pay for the ongoing work on the expensive, multi-million dollar statue. The Foundation collects both donations and visitor's fees.

More Than a Memorial

While the developing sculpture attracts the most attention, the Crazy Horse Memorial offers much more. The site is the home of the Indian Museum of North America. Ziolkowski began the museum because he wanted to preserve the Native American past and tell their complete story. The Indian University of North America shares the location, too.

One day, the Crazy Horse Memorial will be the largest sculpture in the world. The proposed height is 563 feet, which is taller than the Great Pyramid. Often, people question when the sculpture will be completed, but the workers are patient. They remember that Ziolkowski always said, "Go slowly, so you do it right."

Name: _____ Date: _____

- 1 Check the box that indicates whether the information in Source #1, Source #2, or both sources supports each idea. Select only **one** box for **each** idea.

	Source #1: The Making of a Monument	Source #2: A Story Told in Stone	Both Sources
Wanted little government control or funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federal government was heavily involved in the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monument is important part of this nation's history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Both sources discuss methods for carving a statue into a mountain. What does Source #1 explain about these methods that Source #2 does not? Explain why that information is helpful for the reader. Give **two** details from Source #1 to support your explanation.

Name: _____ Date: _____

- 3** Each source explains that the artist wanted his memorial to give a message to those who viewed it. Explain how including this message affected the design of the monuments. Use **one** example from **each** source to support your explanation. For each example, include the source title or number.

Directions for Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your story. You may use your notes and refer to the sources. Now read your assignment and the information about how your story will be scored; then begin your work.

Your Assignment:

Your school is having its annual writing contest. This year, the topic is about an imaginary monument being built to honor a local hero. The audience for your story is your principal, and the school board, as well as people in the community. The winning entry will be published in the local paper.

Now you are going to write a story to submit to the principal. For your story, imagine that you are the person who will be creating a monument about a young boy who helped an elderly neighbor. In your story, describe what makes the boy a hero. Then describe what happens as you plan out your design and build it. What are some important decisions you must make? The story should be several paragraphs long.

Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details from the sources to improve your story. Make sure you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate.

REMEMBER: A well-written story

- is well-organized and stays on topic
- has an introduction and conclusion
- uses details from the sources
- develops ideas fully
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

Now begin work on your story. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your story. Write your response on a separate sheet of paper.

