

## *Monuments and Myths: The America of Sculptors Augustus Saint-Gaudens and Daniel Chester French*

Upper-Level Galleries • March 1–May 27, 2024

Co-organized by the American Federation of Arts, Chesterwood, a site of the National Trust for Historic Preservation, and the Saint-Gaudens Memorial in partnership with the Saint-Gaudens National Historical Park. Major support for the publication has been provided by the Wyeth Foundation for American Art. Support for the exhibition and publication has been provided by the Gladys Kriebel Delmas Foundation.



Augustus Saint-Gaudens. *Abraham Lincoln: The Man*, 1887, cast 1912. Saint-Gaudens National Historical Park, Cornish, NH, SAGA 879. Courtesy American Federation of Arts

Daniel Chester French (1850–1931) and Augustus Saint-Gaudens (1848–1907) were the preeminent American sculptors of the Gilded Age. As friendly rivals, they transformed sculpture in the United States, producing dozens of the nation’s most recognizable public artworks—from Saint-Gaudens’s *Diana* atop New York City’s Madison Square Garden to French’s *Seated Abraham Lincoln* in the Lincoln Memorial, Washington, DC. Drawing upon the collections of the two artists’ historic homes, Chesterwood and the Saint-Gaudens National Historical Park, *Monuments and Myths* is the first exhibition to explore the artists’ intersecting careers and features approximately seventy sculptures, models, maquettes, and more.

While learning about the lives and careers of both artists, guests are offered an expansive narrative that reflects the multifaceted stories embedded in the art. Amid massive industrial growth and developing sociopolitical structures, the sculptors produced aesthetically graceful and socially potent artworks that shaped and reflected America’s complicated negotiation of national identity in the years between the Civil War and the Great Depression.

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## Visual Arts Standards

By analyzing, interpreting, and evaluating artworks, students fulfill the Respond domain of the Tennessee Fine Arts Standards. Synthesizing information and contextualizing the works applies to the Connect domain. The Present domain may involve selecting work for a portfolio, planning, creating, and displaying art to inform peers on social issues, or students selecting one work of art to leave at school to display. Teachers may address the Create domain by using the exhibition as inspiration to generate, conceptualize, develop, and refine artistic work.

## Social Studies Standards

### K-12:

**SSP.01:** Collect data and information from a variety of primary and secondary sources, including:

- Printed materials
- Graphic representations
- Field observations/ Landscape analysis
- Artifacts
- Media and technology sources

**SSP.02:** Critically examine a primary or secondary source in order to:

- Extract and paraphrase significant ideas
- Discern differences between evidence and assertion
- Draw inferences and conclusions
- Recognize author's purpose, point of view, and potential bias
- Assess the strengths and limitations of arguments

**SSP.04:** Construct and communicate arguments by citing supporting evidence to:

- Demonstrate and defend an understanding of ideas
- Compare and contrast viewpoints
- Illustrate cause and effect
- Predict likely outcomes
- Devise new outcomes or solutions

**SSP.05:** Develop historical awareness by:

- Recognizing how and why historical accounts change over time
- Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present mindedness
- Evaluating how unique circumstances of time and place create context and contribute to action and reaction
- Identifying patterns of continuity and change over time, making connections to the present

### Grades 3–5

**4.08:** Determine the importance of the following groups to the American Revolution:

- Loyalists (Tories)
- Redcoats

- Minutemen
- Sons of Liberty
- Patriots

**4.32:** Describe the roles of major leaders during the Civil War, including:

- Jefferson Davis
- Ulysses S. Grant
- Robert E. Lee
- President Abraham Lincoln

**4.38:** Describe the impact President Abraham Lincoln's assassination had on the nation.

**4.15:** Examine the legacy and significance of the presidency of George Washington, including: the creation of cabinet member positions, two-party split, and the push for a strong central government.

### **Grades 6-8**

**6.46:** Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus.

**6.58:** Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life.

**8.49:** Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion.

**8.65:** Describe African American involvement in the Union army, including the Massachusetts 54<sup>th</sup> Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006)

**8.67:** Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson's ascension to the presidency.

**AAH.15:** Describe President Abraham Lincoln's evolving views on slavery.

### **Grades 9-12**

**AAH.17:** Identify and explain the roles of African American soldiers, spies, and slaves in the war effort in both the North and the South, including the 54th Massachusetts Regiment and the 13th U.S. Colored Troops.