

Madonnas of the Trail— A Celebration of Westward Movement

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Grade Level	5
Duration	3-5 class periods

National Standards
GEOGRAPHY Element 2: Places and Regions 4. The physical and human characteristics of places Element 4: Human Systems 9. The characteristics, distribution and migration of human populations on Earth's surface 12. The processes, patterns, and functions of human settlement Element 6: The Uses of Geography 17. How to apply geography to interpret the past

AZ Standards
ELA Reading Key Ideas and Details 5.RI.2 Determine two more main ideas of a text and explain how they are supported by key details; summarize the text. Craft and Structure Integration of Knowledge and Ideas 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Writing Production and Distribution of Writing 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience Speaking and Listening Comprehension and Collaboration 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Presentation of Knowledge and Ideas 5.SL.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Arizona Social Science Standards
GEOGRAPHY The use of geographic representations and tools help individuals understand their world. 5.G1.1 Use and construct maps and graphs to represent changes in the United States. Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. 5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration. HISTORY Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. 5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Overview

Commemorating the pioneer spirit of the women who trekked across America during the westward movement is a series of statues. They mark significant spots along major trails that the pioneers followed. These statues are the result of a grassroots movement. They were erected and dedicated over a 10 month period and then forgotten. But symbols such as these statues can build a sense of pride of our American heritage. Students should learn why and how these statues came about and what they honor.

Purpose

In this lesson, students will learn the location and significance of the Madonnas of the Trail statues. They will practice mapping skills and use technology to research and create a visual presentation.

- Materials**
- The Madonnas of the Trail Project handout
 - Madonnas of the Trail Assessment and Answer Key
 - Teacher Information Sheet for the Inscriptions on the 12 Madonnas of the Trail Pedestals

Madonnas of the Trail

- PowerPoint Requirements
- Madonnas of the Trail Information Chart and Answer Key
- PowerPoint Scoring Guide
- Template for Student PowerPoints
- Madonnas of the Trail Monument Locations maps
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Rees/725/studentmaterials/madonnaoftrail-names.pdf> (labeled) and
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Rees/725/studentmaterials/madonnaoftrail.pdf> (unlabeled)
- Computer lab and internet

Objectives

The student will be able to:

1. Create a sentiment that describes their community.
2. Locate places on a map.
3. Create a PowerPoint.

Procedures

Prerequisite Skills: Students should be able to conduct an internet search using key words and make a PowerPoint. Students have already studied Westward Expansion in American history.

SESSION ONE

1. Begin the lesson by asking students if they know of any project that ordinary people undertook to make their world better. Discuss student contributions. Give the students the definition of grassroots: “inspired and carried out by common people not the government.”
2. Explain to students they are going to be learning about a grassroots program that became a national project to commemorate the westward migration of Americans. Briefly remind students of key points in our “Westward Expansion.”
3. Distribute The Madonnas of the Trail Project handout. As a class, read and discuss. After each paragraph, ask students to highlight two important facts with their pencil/highlighter and circle any words that are not familiar to them.
4. Have students share. Put unknown words on the board or word wall along with the definitions.

5. Be sure to take time after reading to brainstorm ideas for what would be a good inscription on a Madonna of the Trail monument for your community.
6. Distribute the Madonnas of the Trail Assessment. Allow students time to work on this using the handout. If needed, it may be completed as homework.

SESSION TWO

1. Explain to students that they are going to be researching and creating a PowerPoint on one of the Madonnas of the Trail monuments.
2. Then show the Template for Student PowerPoint so they understand how they should format theirs. Take to time to answer any questions or clarify any directions.
3. Distribute and explain the PowerPoint Requirements and the Power Point Scoring Guide. Then, divide students into groups of 2-3 and assign each group a Madonnas of the Trail monument.
4. Allow remaining class time to work. This may also be finished as homework or another class period may be used.

SESSION THREE (if needed)

1. Students may continue to work on PowerPoints.

SESSION FOUR and FIVE (if needed)

2. Distribute the Madonnas of the Trail Information Chart and Madonnas of the Trail Monument Locations Map (unlabeled).
<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Rees/725/studentmaterials/madonnaoftrail.pdf>
3. Explain to students that as each group presents their PowerPoint, they will be filling in the chart for that monument and labeling its location on the map.
4. As presentations are made, grade the PowerPoints from each group using the PowerPoint Scoring Guide. Use the Teacher Information Sheet for the Inscriptions of the 12 Madonnas of the Trails Pedestals as a partial answer key

Assessment

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ELA and Social Sciences The Madonnas of the Trails Assessment may be graded. A score of 12 or higher would be considered mastery.

The PowerPoint may be used for both a Social Science and ELA grade. A score of 4 or higher would be considered mastery.

Social Sciences

The Madonnas of the Trail Information Chart may be used for a social science grade. A score of 29 out of 36 possible answers or higher would be considered mastery.

The Madonnas of the Trail Monument Locations map may be used for a social science grade. A score of 10 out of 12 correctly labeled locations would be considered mastery.

Extensions

Students could write a letter to a town official 1) explaining the Madonnas of the Trail statues, 2)

justifying why their town needs a monument such as these, 3) nominating where the statue should be situated and why, and 4) proposing an inscription for the monument that reflects something true about the history of the town.

Students could research and prepare a PowerPoint about other monuments/statues that have been created in honor of an historical event or have been the result of a grassroots movement.

Sources

Some pertinent websites:

<https://www.roadsideamerica.com/story/28991>

https://www.nps.gov/nr/travel/route66/madonna_of_the_trail_albuquerque.html

https://en.wikipedia.org/wiki/Madonna_of_the_Trail

<https://pioneermonuments.net/highlighted-monuments/madonna-of-the-trail/>