

Madonnas of the Trail— A Celebration of Westward Movement

Students will learn how a grassroots movement resulted in a national project.

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Grade Level	5
Duration	3-5 class periods

National Geography Standards

ESSENTIAL ELEMENT: PLACES AND REGIONS

4. The physical and human characteristics of places.

ESSENTIAL ELEMENT: HUMAN SYSTEMS

9. The characteristics, distribution, and migration of human populations on Earth's surface.

ESSENTIAL ELEMENT: THE USES OF GEOGRAPHY

17. How to apply geography to interpret the past.

Arizona Geography Standards

Concept 1: The World in Spatial Terms

PO 6 Construct maps, charts, and graphs to display geographic information.

Concept 4: Human Systems

PO 2 Explain the effects (e.g. economic, cultural, environmental, political) of human migration on places.

Other Arizona Standards

Arizona Social Studies

Strand 1: American History

Concept 5: Westward Movement

PO 3 Identify major westward migration routes of the 19th Century.

Strand 2: Civics/Government

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO 1. Describe ways an individual can contribute to a school or community. (Extension Idea)

Arizona College & Career Ready Standards (ELA Common Core)

GRADE 5

Reading

Informational Text

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

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

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

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.

Madonnas of the Trail

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
- Madonnas of the Trail Information Chart and Answer Key
- Madonnas of the Trail Monument Locations map (labeled and unlabeled)
- PowerPoint Rubric for Students and Teacher
- Teacher Information Sheet for the Inscriptions on the 12 Madonnas of the Trail Pedestals
- Computer lab and internet

Objectives

The student will be able to:

1. write an inscription for a Madonnas of the Trail statue in their town.
2. locate and describe the importance of each Madonnas of the Trail statue.
3. create a PowerPoint describing one of the Madonnas of the Trail statues.

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. 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. Discuss the term “grassroots.” Have several students describe “Westward Expansion.”

2. Distribute The Madonnas of the Trail Project handout. As a class, read and discuss. After each paragraph, ask students to underline/highlight two important facts with their pencil/highlighter and circle any words that are not familiar to them. Have students share. Put unknown words on the board or word wall along with the definitions. Be sure to take time after the entire reading is done to brainstorm ideas for what would be inscribed on a Madonna of the Trail monument in your community.

3. 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

4. Collect Madonnas of the Trail Assessment if needed.

5. Explain to students that they are going to be researching and creating a PowerPoint on one of the Madonnas of the Trail monuments. Then show the sample PowerPoint so students understand how they should format theirs. Take to time to answer any questions or clarify any directions.

6. Distribute the PowerPoint Rubric for Students. Then, divide students into groups of 2-3 and assign each group a Madonnas of the Trail monument to research and then create a PowerPoint presentation based on the rubric.

7. Allow remaining class time to work. This may also be finished as homework or another class period may be used.

SESSION THREE (OPTIONAL)

8. Students may work on PowerPoint.

SESSION FOUR

9. Distribute the Madonnas of the Trail Information Chart and Madonnas of the Trail Monument Locations Map. 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.

10. As presentations are made, the teacher should be completing a rubric for each one using the PowerPoint Rubric for Teachers. You also have the Teacher Information Sheet for the Inscriptions of the 12 Madonnas of the Trails Pedestals to help you.

SESSION FIVE (OPTIONAL)

11. Finish presentations if needed.

Madonnas of the Trail

Assessment

The Madonnas of the Trails Assessment may be used for a Reading grade. A score of 12 or higher would be considered mastery.

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

The Madonnas of the Trail Information Chart may be used for a Geography 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 an American History and geography grade. A score of 10 out of 12 correctly labeled locations would be considered mastery.

The unfamiliar vocabulary words can be tested. Mastery would be considered 80% or higher.

Extensions

Students could write a letter to a town official 1) explaining the Madonnas of the Trail statues, 2) justifying why their town needs to continue this grassroots movement, 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

Madonna of the Trail,
www.ipfw.edu/pfwhist/indiana/madonna.htm

Brusca, Frank, <http://route40.net/history/madonnas>