

Montessori Lesson Plan: Montessori History, Philosophy, or Big Ideas

School: Clark Montessori High School	Teacher: Kris Rutter
Subject/Topic: English Language Arts/ Annotation and Student-Led Informal Discussion Practice	
Grade Level: 9/10	Theme: Foundations/Perspectives

<p>Standards:</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.9-10.2</u> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1.A</u> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> Articles with margins for annotations <ul style="list-style-type: none"> <i>NY Post</i>: “An Epidemic of Teenage Loneliness” https://nypost.com/2019/03/26/an-epidemic-of-teenage-loneliness/ <i>NPR</i>: “Why a Teen Who Talks Back May Have a Bright Future” https://www.npr.org/sections/health-shots/2012/01/03/144495483/why-a-teen-who-talks-back-may-have-a-bright-future <i>NY Post</i>: “Social Media Is Making Teen Girls Depressed” https://nypost.com/2019/01/04/social-media-is-making-teen-girls-depressed-study-says/ <i>NPR</i>: “Why Teens Should Understand Their Own Brains” https://www.npr.org/sections/ed/2018/05/15/609769519/why-teenagers-should-understand-their-own-brains-and-why-their-teachers-should-t Handouts: Discussion guides for each article Personalized Maps 	<p>Time/Date: October 12, Freshman Fall Intersession</p>
<p>Prior Knowledge: Students mostly understand seminar guidelines at this point. We'll differentiate between this and informal discussion.</p>	<p>Concepts/Big Ideas: Teen development</p>
<p>Lesson Relates to Theme (Note: Every content lesson will not directly relate to the theme) Foundations into perspective: about personal identity</p>	
<p>Connection to Elementary Material or Lesson:</p>	

Curriculum Components Included: X Mini-Project X Mini-Whole Group ☐ Lesson-Small Group X Student engagement during lesson X Shelfwork ☐ Rubric ☐ Self-Assessment ☐ Seminar/Questions ☐ Interdisciplinary ☐ Outside Opportunity

Seven Gateways for Adolescence addressed in this lesson: X Deep Connection ☐ Silence & Solitude ☐ Meaning & Purpose ☐ Joy & Delight ☐ Creative X Transcendence ☐ Initiation

Step-by-Step Procedures		
1st Period Lesson -- 20 minutes (Includes steps and materials) <ul style="list-style-type: none"> Gather in the circle for check-in and checklists. Verbally explain directions and answer questions. Students will move to pre-assigned groups. 		
2nd Period Lesson -- Recognition (Shelfwork) <ul style="list-style-type: none"> Start with map of teens at the table. Using the provided cardstock and term cards, take turns drawing the four silhouettes of group member in profile. The arrange the terms as they fit each student: (easily embarrassed, sometimes talks back, is very creative, doesn't always think things through, etc.) Create more terms if you feel the list is inadequate. Share maps and discuss them informally. Share them with the teacher. 2nd Period Lesson -- Recall Practice <ul style="list-style-type: none"> Read and annotate the article your table is assigned. Think about it critically; do you agree with the way teens are portrayed in this article? Why or why not? Create a poster with an image and the basic five take-aways from the article and five questions or challenges your group wants to offer. 		
3rd Period Lesson -- Student Application <ul style="list-style-type: none"> Presentation: In three minutes, each group should present the poster to the class (without the questions). Gather for discussion. Each group should contribute at least one question or challenge for general discussion. <ul style="list-style-type: none"> Closing Question: How are we more complicated and nuanced than these articles? What is their limited value? 		
Plan for Differentiation		
Teaching <ul style="list-style-type: none"> The teacher reads aloud but leaves most of the details to students. Groups will teach one another. 	Work <ul style="list-style-type: none"> The articles are written on two different reading levels. Groups are pre-arranged to help struggling readers or shy speakers. Some articles are online in audio format for students who need that. Students can create their own terms. 	Assessment <ul style="list-style-type: none"> Not every student has to speak. Every map can be different.
Outside Support --Articles from the <i>NY Post</i> and <i>NPR</i>		
Formal Assessments		
Formative Assessment: Presentations and discussions		
Summative Assessment: This ties up the quarter-long project students completed on their identity.		