Agriculture Education
Cycle Theme: Transcendence
Content Lesson #2: Montessori Philosophy

Montessori Lesson Plan

School: Gamble Montessori High School	Teacher: Mary Dudley
Subject/Topic(s): Agriculture Education / Applications of Food Science and Safety Erdkinder Experience	
Grade Levels: 9-12	Theme: Transcendence

Standards/Objectives • Explore Maria Montessori's notion of Erdkinder with students • Connect the Cycle Theme of Transcendence to Erdkinder and Agricultural Education		
Materials: Teacher • White board • Dry erase marker • Erdkinder descriptions from websites • *La Instituzione degli Erdkinder* annotated reading • Clustered Questions for seminar	Materials: Student • Erdkinder definition cards • *La Instituzione degli Erdkinder* reading	Time/Dates • September 30, 2019
Facts/Skills (Prior Knowledge) • Components of Ag Ed • Knowledge of intersession elements	Concepts/Big Ideas • Montessori Philosophy & Erdkinder • Structure of CTE programs	
Lesson Relates to Theme (Note: Every content lesson will not directly relate to the theme) N/A		
Connection to Elementary Material or Lesson N/A		

Curriculum Components Included: ❑ Project ✔ Mini-Whole Grp ❑ Lesson-Small Grp ❑ Student engagement during lesson ❑ Shelf work ❑ Rubric ❑ Self-Assessment ✔ Seminar/Qs ❑ Interdisciplinary ❑ Outside Opportunity

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

Step-by-Step Procedures	
1st Period Lesson – 20 minutes (Include steps and materials) • Teacher asks the whole group of students to define Erdkinder based upon what they have experienced in their Montessori career thus far-teacher writes these ideas on the white board • Teacher reads several different descriptions of Erdkinder from different websites and a section of *La Instituzione degli Erdkinder* to give background information on the topic • Working with their table team students will compile a list of components that are included in an Erdkinder experience and brainstorm other elements that are part of our CTE Ag Ed program but don't match up with the descriptions of Erdkinder • Students will read an Erdkinder text and annotate the reading in preparation for seminar	
2nd Period – Recognition (Shelfwork) • Categorize list of elements into Erdkinder or "other" while doing a card sort	2nd Period – Recall Practice •

<table>
<tr><td colspan="3">3rd Period – Student Application
● Students will participate in a seminar discussion about the Erdkinder reading
● Students create their own definitions of Erdkinder following the seminar</td></tr>
<tr><td colspan="3">Plan for Differentiation</td></tr>
<tr><td>Teaching
● Whole group discussion
● Whole group & small group read aloud circles
● Small group discussion</td><td>Work
● Varied annotation expectations
● Varied levels of group discussion & seminar participation
● Card sort designed with built in control for self correction</td><td>Assessment
● Varied levels of group discussion & seminar participation
● Varied expectations of depth of student created Erdkinder definition</td></tr>
<tr><td colspan="3">Outside Support: Who, What, How N/A</td></tr>
<tr><td colspan="3">Formal Assessments</td></tr>
<tr><td colspan="3">Formative Assessments: teacher observation, partner share, seminar contribution</td></tr>
<tr><td colspan="3">Summative Assessment: personal Erdkinder definition</td></tr>
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