

## Montessori Academic Content Lesson Plan

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| School: Lakewood Montessori Middle   | Teacher: Simone Fine |
| Subject/Topic(s): Why Do We Study the Past?  |                      |
| Lesson Source: Adapted from the UNC Department of Archaeology<br><a href="http://ancientnc.web.unc.edu/files/2016/04/L101.pdf">http://ancientnc.web.unc.edu/files/2016/04/L101.pdf</a>   |                      |
| Grade Level: 7-8   | Theme: Identity      |
| Curriculum Components Included: <input type="checkbox"/> Project <input checked="" type="checkbox"/> Mini-Whole Grp <input type="checkbox"/> Lesson-Small Grp <input checked="" type="checkbox"/> Student engagement during lesson <input checked="" type="checkbox"/> Shelfwork <input type="checkbox"/> Rubric <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Seminar/Qs <input checked="" type="checkbox"/> Interdisciplinary <input type="checkbox"/> Outside Opportunity |                      |
| Seven Gateways for Adolescence addressed in this lesson: <input checked="" type="checkbox"/> Deep Connection <input type="checkbox"/> Silence & Solitude <input checked="" type="checkbox"/> Meaning & Purpose <input checked="" type="checkbox"/> Joy & Delight <input checked="" type="checkbox"/> Creative <input type="checkbox"/> Transcendence <input type="checkbox"/> Initiation   |                      |

**Objectives:** As an introduction to the study of archaeology means for self discovery, students will use a personally owned object to:

- share the importance of their past;
- connect this importance with reasons why studying human history is important.

ELA Standards Addressed

RI.7.2 Determine the central ideas in a text and analyze its development over the course of the text; provide an objective summary of the text.

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.

World History Standards Addressed

7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.

7.C.1.2 - Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society

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| <u>Materials: Teacher</u> <ul style="list-style-type: none"><li>● See 1st Period Lesson Procedure</li><li>● Shelfwork: Archaeology Vocabulary</li><li>● 3 Choice Articles</li></ul> | <u>Materials: Student</u> <ul style="list-style-type: none"><li>● Students bring to class an object, a photograph, or drawing of an object that represents their past.</li></ul>   | <u>Time/Dates</u> <ul style="list-style-type: none"><li>● Tuesday, August 27<ul style="list-style-type: none"><li>○ Morning and Afternoon Block</li></ul></li></ul> |
| <u>Facts/Skills (Prior Knowledge)</u> <ul style="list-style-type: none"><li>● working definition--identity of self/identity of community</li></ul>                                  | <u>Concepts/Big Ideas</u> <ul style="list-style-type: none"><li>● [Explicit]How does the past inform the present, historically?</li><li>● [Explicit]How do past aspects of a person's identity influence their current identity?</li><li>● [Implicit]How is history created?</li></ul> |   |
| <u>Lesson Relates to Theme</u> : Students will study how their current identities are shaped by their past.   |  |   |

**Connection to Elementary Material or Lesson**

The script for "Why do we study the past?" is modelled after a Montessori Great Lesson or Key Lesson. The presentation will be given on the carpet, with the whole class; delivered through narrative. The teacher will accent their story with physical objects that represent artifacts from their past that affect their personal identity today.

| Step-by-Step Procedures  |
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| <b>1<sup>st</sup> Period Lesson – 20 minutes (Include steps and materials)</b> <ul style="list-style-type: none"> <li>Present background information for "Why do we study the past?" (Whole Group) <ul style="list-style-type: none"> <li>Teacher will narrate why objects from the past may tell us about what's going on in the present. Teacher script <a href="#">here</a>.</li> </ul> </li> </ul> |

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| <ul style="list-style-type: none"><li>Students will be asked at the end of the lesson to bring an artifact to class the next day. This will be a personal, meaningful object that to school the next day so the conversation can continue.</li><li>Materials: “Why do we study the past?” script, peace table, childhood objects from teacher (picture, toys, food, cultural items, picture of family), picture of an archaeological site, piece of jewelry, meme about identity, map of North Carolina with two labeled dots labeled Durham and Winston-Salem.</li></ul>                       |   |  |
| <u>2<sup>nd</sup> Period – Recognition (Shelfwork)</u> <ul style="list-style-type: none"><li>Students will sort basic archeological vocabulary. When the definitions are correctly placed next to the corresponding term, a picture of an archeological site is formed by the connection of all the pieces, correctly grouped together.</li></ul>   | <u>2<sup>nd</sup> Period – Recall Practice</u> <ul style="list-style-type: none"><li>Working in groups of 3-4 students, students must discuss with one another what their object conveys about their past. Each student will go around and share, with everyone getting a turn.</li><li>As a class, students will answer:<ul style="list-style-type: none"><li>What did you learn about someone in your group from learning about their past?</li><li>Is it important for you to know about your past? Why or why not?</li><li>Is it important to know about humanity’s past? Why or why not?</li><li>Humans have lived in North Carolina for at least 12,000 years. Is it important to know about their lives? Why or why not?</li></ul></li></ul> |  |
| <u>3<sup>rd</sup> Period – Student Application</u> <ul style="list-style-type: none"><li>Exit ticket: Emphasize that the students’ past and their families past is important; that their past helps define who they are. Ask each student to spend five minutes writing an explanation of the artifact he or she brought to share. The student should include in the narrative why the artifact is important to his or her family history and tell why it is important to know about the past.</li></ul>  |   |  |
| Additional/Alternate Activity <ul style="list-style-type: none"><li>Students will individually read 1 of 3 choice articles about the origins of an everyday, common things.<ul style="list-style-type: none"><li>Adventuring (high level) <a href="#">The Rise of the Fork</a> from Slate</li><li>Exploring (middle level) <a href="#">History of Soccer</a> from FIFA</li><li>Discovering (lower level) <a href="#">History of Glow Sticks</a> from Glowtopia</li></ul></li><li>Exit Ticket: Students will write a summary of how the history of this “thing” affects its use today.</li></ul> |   |  |
| Plan for Differentiation  |   |  |
| <u>Teaching</u><br>Individual checks for understanding with students who have IEPs to make sure they understand the archaeology narrative and feel prepared to talk about their personal artifacts.   | <u>Work</u><br>Discussion-based formative assessments to check individual level of understanding.   | <u>Assessment</u><br>Choice articles are at different levels of challenge. |
| <u>Outside Support: Who, What, How:</u> n/a   |   |  |
| Formal Assessments  |   |  |
| <u>Formative Assessments</u><br>Group discussion, class discussion, shelfwork   |   |  |
| <u>Summative Assessment</u><br>Exit ticket: Explanation of personal artifacts and/or summary of how the past of an item (from their 1 choice article) affects its present being.  |   |  |

