

# Lakewood Montessori Middle School Themes

Durham, NC

## Notes About Lakewood's Montessori Program

- Lakewood follows a semester system that is split up by quarters. A single theme is spread over two cycles (quarters). For the purpose of refining our themes, I have divided each of them into cycles of “self” and “community.”
- Our Humanities curriculum is driven by our historical topics of study, and then English Language Arts standards are met through exploration of that same historical, overarching topic. For example, in the first cycle, World History will focus on learning about *Exploration, Globalization, Change, and Imperialism*, and literature and informational texts we must read for ELA will fall under that guiding umbrella. Additionally, much of that work will relate back to the Montessori theme for that cycle, Identity of Self.

## Year 1

Theme/ Adolescent Connection	ELA	World History
<p><b><u>Identity of Self (Fall Quarter 1)</u></b></p> <p>The search for meaning and purpose: exploring how individual journeys are propelled by big life changes.</p>	Reading Literature & Informational Texts	<p>Exploration, Globalization, Change and Imperialism</p> <ul style="list-style-type: none"> <li>• How has imperialism altered people's way of life throughout history?</li> <li>• How has competition for resources impacted economic relationships between people and nations?</li> <li>• How can one person make a difference?</li> </ul>
<p><b><u>Identity of Community (Fall Quarter 2)</u></b></p> <p>The yearning for deep connection: when personal struggles become collective action.</p>	Reading Literature & Informational Texts	<p>The Revolutionary World</p> <ul style="list-style-type: none"> <li>• How did various revolutionary movements develop from ideological struggles?</li> <li>• How has urbanization and industrialization led</li> </ul>

		<p>to internal conflict?</p> <ul style="list-style-type: none"> <li>• How do multiple perspectives aide in the understanding of historical events?</li> </ul>
<p><b><u>Balance of Self (Spring Quarter 3)</u></b></p> <p>The search for meaning and purpose; the urge for transcendence: the ways that global-interconnectedness has shaped individual development.</p>	<p>Reading Informational Text Building an Argument</p>	<p>Global Conflicts &amp; Collaboration</p> <ul style="list-style-type: none"> <li>• How might the roles and responsibilities of citizens evolve during war?</li> </ul>
<p><b><u>Balance of Community (Spring Quarter 4)</u></b></p> <p>The need for initiation: how do you think Durham fits into the global community? What role do we play in the balance of actors?</p>	<p>Reading Literature Analytic Reading &amp; Writing</p>	<p>Contemporary Global Issues</p> <ul style="list-style-type: none"> <li>• How does globalization impact the world?</li> <li>• How do past events influence events today?</li> </ul>

## Year 2

Theme	ELA	American History
<p><b><u>Foundations of Self (Fall Quarter 1)</u></b></p> <p>The search for meaning and purpose. What's your educational foundation and how did you end up going to Lakewood Montessori?</p>	<p>Reading Literature &amp; Informational Text</p>	<p>Historical Thinking/ Exploration &amp; Colonization/ Revolution &amp; New Nation</p> <ul style="list-style-type: none"> <li>• How did environmental conditions and human environment interaction affect quality of life and settlement patterns in the colonies?</li> <li>• How did the different culture groups that settled in the colonies influence the development of NC and the United States?</li> <li>• How does geography influence where and how people live?</li> </ul>
<p><b><u>Foundations of Community (Fall Quarter 2)</u></b></p>	<p>Reading Informational Text Research Reading and Writing</p>	<p>Expansion &amp; Reform/ Civil War and Reconstruction</p>

<p>The yearning for deep connection; the need for initiation. Learn the story of how Durham was founded and study the history of people moving to this city.</p>		<ul style="list-style-type: none"> <li>• How did migration impact the development of the western United States and North Carolina?</li> <li>• How do the geographic characteristics of a place impact people's decisions to move?</li> </ul>
<p><b><u>Transitions of Self (Spring Quarter 3)</u></b></p> <p>The creative drive. What does it mean to be an adolescent in Durham? An adolescent in North Carolina?</p>	<p>Reading Informational Text Building an Argument</p>	<p>Industrial Revolution and Immigration/ The Prosperity and Problems of Power</p> <ul style="list-style-type: none"> <li>• How does geographic location contribute to the diversity of human culture?</li> </ul>
<p><b><u>Transitions of Community (Spring Quarter 4)</u></b></p> <p>Study the urban planning of Durham and the societal shifts of the city: gentrification, demographic shift, industry, transportation, etc.</p>	<p>Reading Literature Analytic Reading &amp; Writing</p>	<p>The Cold War and the Civil Rights Movement/ Contemporary NC/U.S. Issues</p> <ul style="list-style-type: none"> <li>• What are the societal effects of migration and immigration?</li> <li>• How do technology and innovation lead to societal changes and economic growth?</li> <li>• How might an unequal distribution of power lead to inequalities in society?</li> </ul>