Montessori Meets British Columbia's New Curriculum: Incorporating Montessori Principles into Public School Classrooms

by

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Bachelor of Education, University of Victoria, 2008

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Supervisory Committee

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Abstract

At a time in which technology is both pivotal and ever-changing, the need for students to become independent and passionate learners has never been more important. With the unveiling of British Columbia's new curriculum, it has become evident that preparing students for a future riddled with constant change, instant communication, and immediate information is paramount. As such, the redesigned curriculum focuses on personalized learning, flexible learning environments, and inquiry-based learning as just a few of its cornerstones. Ironically, Maria Montessori recognized these same needs over one hundred years ago. This paper is intended to provide insight as to the parallels between BC's new curriculum and the Montessori approach. As we move towards classrooms rich in both learning experiences and pedagogy, it is hoped that educators interested in the Montessori approach may implement some of the ideas within this document.

Table of Contents

List of Figures

Introduction

Every educator strives to establish an environment that is conducive to students' learning and emotional needs. Teaching students to become independent, curious, passionate, lifelong learners is not only the ultimate goal for educators, but often the piece that brings the greatest reward. Through the development of engaging lessons and a robust educational program, educators can begin to see these goals through to fruition. Recently, in an attempt to keep up with the changing demands of the world and the ways in which students learn, British Columbia's Ministry of Education unveiled a new curriculum that has been tweaked, modified, and implemented over a four-year period. Changes to the Kindergarten through Grade 9 curriculum were implemented in the 2016/2017 school year, with remaining grades implementing curriculum changes through to 2020. As much of the new curriculum is centered around personalized learning and critical thinking, the question begs: how have other pedagogical approaches been approaching personalized learning in their programs? As a former Montessori educator, I have been pleased to see the many parallels between BC's new curriculum and the Montessori approach. As such, in an attempt to link the two curricula, I will be examining the connections that exist between Montessori and BC's new curriculum and will begin to explore how Montessori principles may be absorbed into BC's public-school setting and the new curriculum.

Personal Interest

My own interest in Montessori and its lasting effects on students began as a new teacher, fresh out of the University of Victoria's education program. I was working as a substitute teacher in the same school district as I completed my practicum, and was seeking additional experiences in alternative-style schools. It was through this quest that I came across the Montessori methods.

My first encounter with the approach was through the Montessori school in the community in which I was raised. Upon visiting the school, I was guided by a student through bright, open classrooms, all of which were furnished with wooden tables and chairs, and materials that were sized appropriately to the developmental stage in any particular classroom. Dahlias grown in the nearby learning garden adorned several of the tables, and students appeared to be engaged with their individual tasks and learning activities. Upon completing a task, each student carefully restored the area in which they were working and then returned the materials to the classroom shelf for others to use. Teachers were either working one-on-one with a student, or sitting cross-legged on the floor giving a lesson to a small group of children. The overall atmosphere of each classroom appeared to be calm, engaged, and focused.

Upon reflecting on my visit to the school, I felt encouraged by what I observed: students working independently and seeming completely self-regulated; large, open classrooms with plenty of natural light; a sense of calm, warm, comfortable learning spaces; and teachers that seemed to be completely immersed with their students in the learning setting.

It wasn't until five years later and a continuing contract in a school district that had a reputation for being challenging and underfunded that I returned to the same Montessori school as a full-time upper elementary grades' teacher. Accepting this position came with the agreement that I would complete two years of elementary Montessori training that would take place over weekends and school holidays. The training was fascinating; I felt as though I was a part of the learning process, manipulating materials in order to make concrete sense of each of the various curricular concepts and competencies. However, after my first year of teaching at the elementary level, I was asked whether I would be willing to move into the middle school classroom. This would require two additional years of training at the secondary level of which I would be

required to travel to Houston, Texas. After much thought and debate, I decided I would accept the position -- and the additional training -- in order to expand upon my rapidly growing understanding of the Montessori approach, and to clearly understand the progression from elementary Montessori through to middle and high school Montessori programs.

In undertaking such rigorous training, it became glaringly obvious that the ways we were teaching in Montessori were not only engaging and appropriate for the varying developmental stages, but also that these teachings were perfectly applicable in the BC public school setting. After struggling for years to develop exciting lesson plans and units in the public-school setting, I was finally learning an approach that provided me with a toolkit to be used in the classroom, and the ability to create a learning environment that is conducive to personalized, student-centered, inquiry-based learning. For me, Montessori training allowed me to feel confident in my teaching ability while providing me with a strong sense of what is needed at the different developmental stages of my students.

My interest in reviewing some of the literature around Montessori, BC's new curriculum, and the parallels between the two is to explore the implementation of Montessori principles into BC's public-school setting. In my experience as a classroom teacher both in the public and private sector, I observed the positive influence that the Montessori approach has had over its pupils and the lasting effect of the virtues behind the teachings. For these reasons and based on the information that is revealed in the literature review, I ask "How can we utilize the teachings and pedagogies of Montessori so as to enhance and better support the implementation of British Columbia's new curriculum?"

Significance

With the unveiling of British Columbia's new curriculum, teachers around the province are examining their own practices, considering how to best implement the changes to the curriculum, and contemplating how to modify their own practices to ensure the "big ideas" are satisfied. With personalized learning and problem solving at the heart of the new curriculum, we begin to see the parallels between that of the new curriculum and of a Montessori curriculum. Upon examination, it becomes apparent that much of what is being taught in Montessori schools satisfies not only the *what* behind the learning, but also the *how* that belies the teaching. As noted by Squamish Montessori's Head of School Erin Higginbottom, it is ironic that the pedagogical approach that is most conducive to BC's "new" curriculum has been in existence for over a century. Montessori schools around the globe place great emphasis on problem solving, self-regulation, and collaboration, three of the principles that are fundamental to any successful personalized learning program; this positions the Montessori curriculum nicely for enhancing the implementation of British Columbia's new curriculum.

In beginning my research journey, I created a flowchart to illustrate the three main arteries that I feel connect BC's new curriculum with that of the Montessori principles. Based on my experiences both in the public and Montessori settings, the three elements highlighted below are critical to a personalized learning approach, and also provided the framework for where I began my research journey:

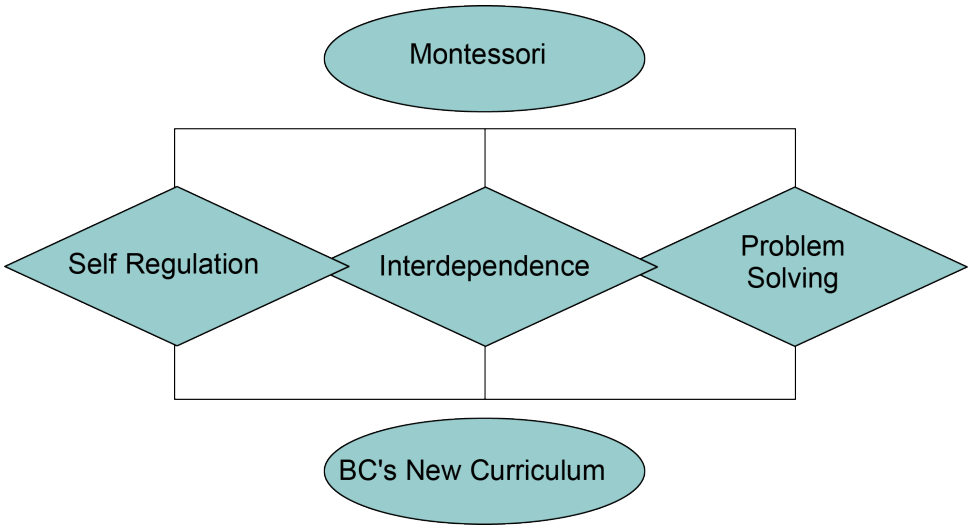

Figure 1: Flowchart of research topics

Key Points in Montessori Education

In the early twentieth century, Maria Montessori opened a school in San Lorenzo, Rome, based on the developmental stages and characteristics she observed in young children. The "Casa dei Bambini" proved to be a school where children loved to learn, taking in the concepts presented almost effortlessly. Since those early years, Montessori schools have flourished; current research indicates that there are over 22,000 Montessori schools in over 100 countries worldwide (Jor'dan, 2018). While the majority of these are indeed early primary and elementary level schools, the Montessori middle and high school model has been growing in popularity as well. In 2003, it was estimated that there were between 100 and 130 secondary programs in the USA where the total number of Montessori schools exceeded 5000 (Brunold-Conesa, 2010).

There are several aspects that characterize a Montessori approach in education. Typically, when people think about a Montessori classroom, the first thing that comes to mind is the hands-on, didactic materials which are used to represent concrete concepts. While these same kinds of materials are usually available in a Montessori middle school, students have, for the most part,

moved on from representing their understanding abstractly through the materials and are able to perform concrete understanding of the concepts in mathematics or language, for example. Typically, Montessori educators teach to multi-aged classrooms; many Montessorians see this as a valuable tool in creating a strong sense of community within a classroom while also allowing students to take on both leadership roles, and seek help from those more experienced in a particular curricular area. Because students in a Montessori classroom are provided independent choice in their learning activities, self-regulation and independence are essential elements to all levels of Montessori education. This learned skill allows students to work productively throughout each day's 3-hour independent work block.

A Montessori middle school differs from that of the elementary as the environment is prepared in a way that is appropriate to the adolescent developmental stage. For example, each day begins with a community meeting, in which students take turns leading the class through a number of topics, including sharing, acknowledgements, challenge, and PACE. Community is the backbone to a Montessori middle school, and these morning and afternoon meetings provide an ideal framework for community building to take place. In addition to community meetings, students in a Montessori middle school take part in daily group work activities; through randomly-assigned groupings, students are required to prepare a presentation on a chosen topic in the Social Studies and Science curriculum. They present their projects at the end of the week.

Personal reflection and growth are paramount at all levels of a Montessori education, but particularly during the adolescent stages. Each day, students are given half an hour of silent self-reflection, based on prompts from any given number of topics and questions. This component of the Montessori middle school is meant to satisfy Montessori's beliefs that early adolescents have a quest for self-knowledge, which in turn helps them to understand their own identity. In our

hurried society, we want students to learn to spend time reflecting on goals, reducing stress, and creating a personal vision. During this time, they often refer to the *7 Habits of Highly Effective Teenagers* by Sean Covey (2014).

Key Points in British Columbia's New Curriculum

The British Columbia new curriculum was created in an attempt to provide students with the skills they will need in our ever-changing, fast-paced, increasingly-technological world. With this goal in mind, a large majority of the new curriculum focuses on personalized learning through offering choice and independence to students, both in exploring what and how they learn. An ultimate goal of the new curriculum is to allow students the opportunity to develop lifelong, self-directed learning habits (Province of British Columbia, 2018). Students will explore concept-based knowledge through "doing", and are intended to be active participants in the learning process, rather than merely receiving knowledge from teachers and textbooks, as was a way of the factory-model of education that has been in place since the early 20th century. The hope is that through the exploration of these "big ideas", students will be able to explore concepts more deeply and will thus allow for more transferable knowledge, which students will be able to apply to a variety of situations in their future.

Topics Examined in Literature Review

Upon beginning my research path, it became apparent that I needed to adjust my focus from the key words noted in Figure 1 by considering a specific age range in relation to my initial topics. It was at this point that I decided I would concentrate my research in the area of middle school. Although there is ample research examining Montessori preschool and elementary levels, I was encouraged by the idea of exploring an age group within Montessori that is less-researched and therefore, in need of further exploration. As Anderman and Maehr (1994) point out, the

curriculum of any particular educational institution can greatly affect the educational path of adolescents; this is especially applicable during the middle school years. Additionally, the habits formed during these years are likely to remain with an individual for the duration of their life (Csikszentmihalyi and Schneider, 2000), thus highlighting the importance of continued research and focused efforts in the education of middle school students. Of particular interest was the focus that some studies placed on adolescent developmental needs; this is precisely what is discussed in many levels of Montessori training, and yet was not a main focus of my undergraduate studies in education. Topping the list of developmental needs of adolescents is, of course, social connection. Unfortunately, many traditional schooling practices are not conducive to socialization and community building within the classroom, and therefore it remains an area in need of improvement in traditional schools. Being an area of strength in Montessori middle schools, my search began to include the developmental needs of adolescents.

As research was underway, the need to reorganize my initial flowchart quickly became apparent. When conducting my research sweep of key words, many similar ideas and concepts appeared repeatedly. This helped me to elaborate further on my framework, adopting a flowchart that incorporated the many similar key ideas. While more complex in nature, the new diagram allowed me to recognize the interconnectedness of my sub-topics while simultaneously correlating self-regulation, interdependence, and problem-solving to long standing theories and educational approaches. Consider the following diagram:

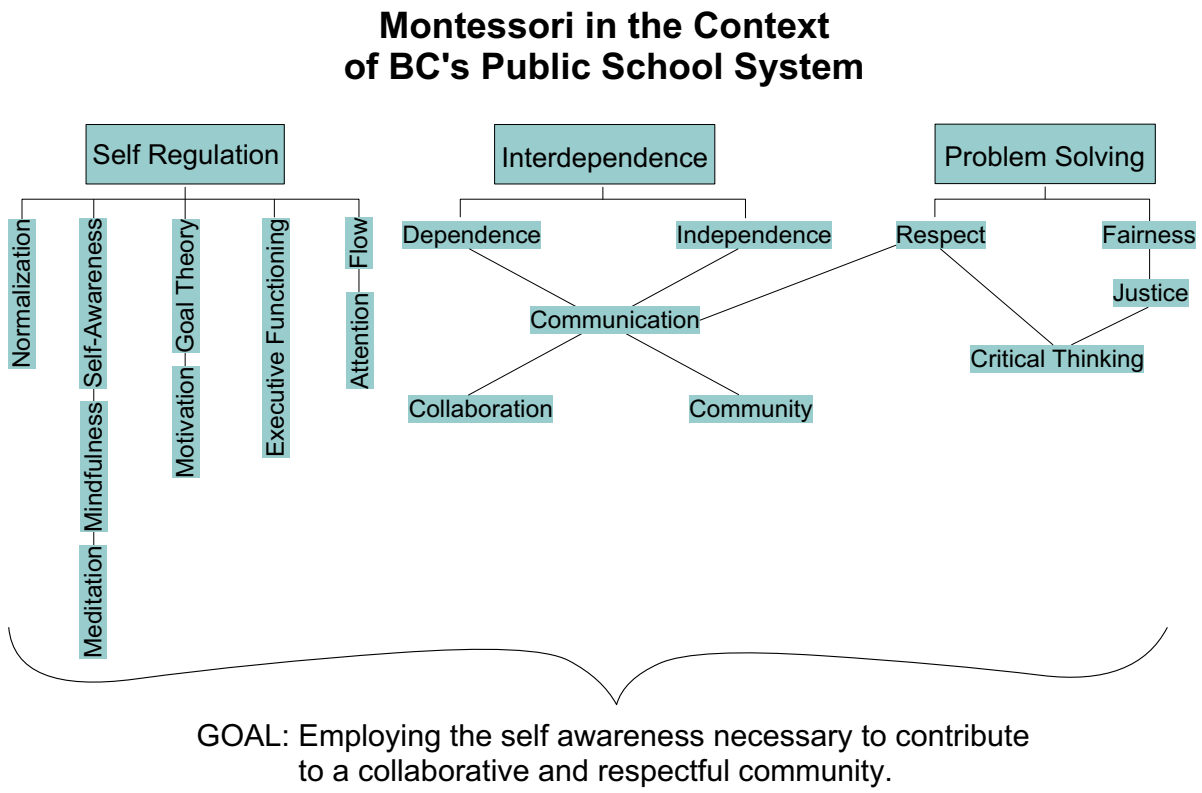

Figure 2: Montessori in the Context of BC's Public-School System

Definitions

Self-Regulation: The term self-regulation has become a buzzword in our 21st century education vocabulary. While similar terms such as mindfulness, executive functioning, metacognition, and cognitive flexibility often run alongside the term self-regulation, self-regulation should be defined to clearly delineate its differences from the analogous terms. Roebers (2017) defines self-regulation as "goal-directed behavior for a broad variety of contexts, including academic contexts, health-related behavior, and social interactions…(self-regulation) allows the child to adjust to the experiences and challenges in both informal and social interactions and formal learning activities." Zimmerman (2002), on the other hand, defines self-regulation not as a mental ability or academic skill, but rather "it is the self-directive process by which learners

transform their mental abilities into academic skills." Stuart Shanker (2012), one of the gurus of self-regulated learning and the author of top-selling book *Calm, Alert, and Learning: Classroom Strategies for Self-Regulation* describes some of the effects of self-regulation on learners. Shanker explains that self-regulation is essential for all of life's processes. It pertains not only to school-aged children, but to adults of all ages as well. Self-regulation is about managing stress and energy levels. To Shanker (2012), effective self-regulation enhances growth, learning, and emotional, social and physical well-being. Shanker believes that the ability to self-regulate is vital in ensuring individuals have the necessary tools required to manage the day-to-day stress that comes with life.

Interdependence: Interdependence is a critical aspect to both building community within an educational program, and in collaborating effectively with one's peer group. Interdependence requires independence within each individual that contributes to a larger group. Particularly in a middle school setting in which adolescents are especially influenced by their peers, independence and henceforth, interdependence, becomes essential. Once community has been established, interdependence becomes the goal. Interdependence, therefore, becomes the fine dance between independence and collaboration. In a Montessori setting, interdependence is a focus from even an elementary-aged program. As Lillard (2011) notes, "if elementary children experience the cooperative efforts required for a functioning community, they develop a better understanding of the ultimate interdependence of all human beings" (p. 104). Stephen Covey (1989), author of *The 7 Habits of Highly Effective People,* explains that interdependence is a life skill: "life is, by nature, highly interdependent. To try to achieve maximum effectiveness through independence is like trying to play tennis with a golf club" (p. 2). He further extrapolates the idea of interdependence with the following diagram:

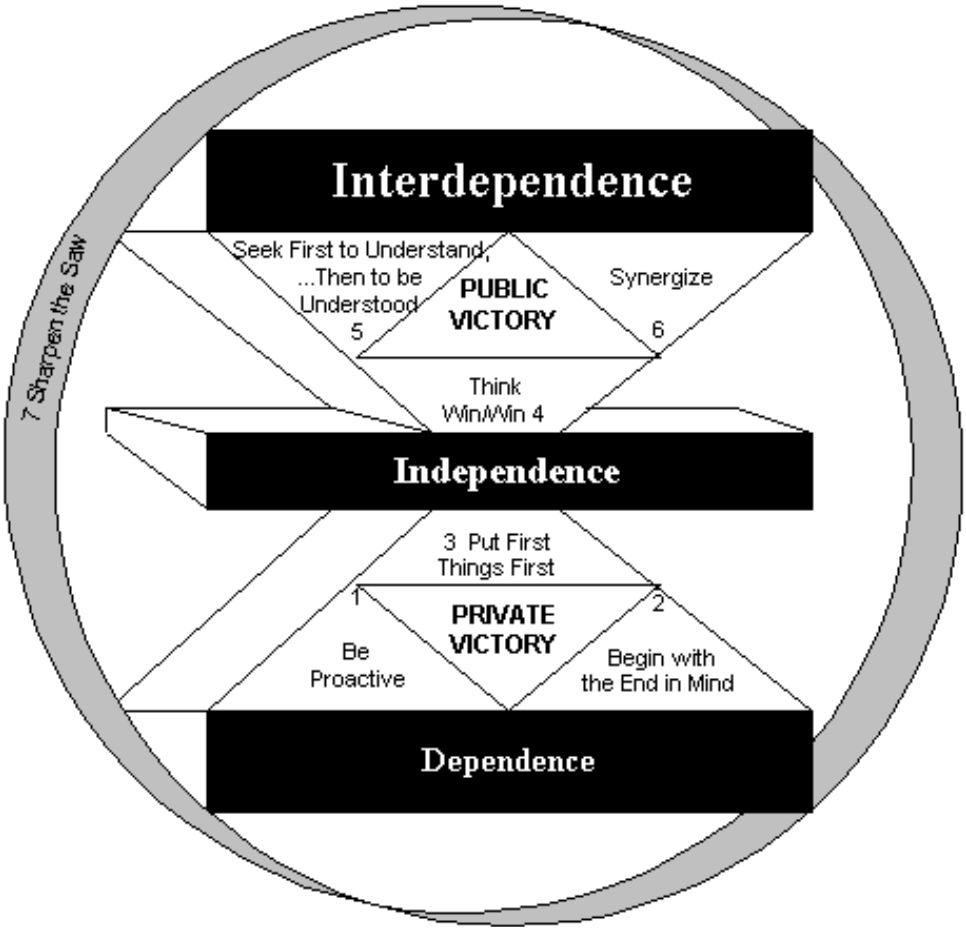

Figure 3: Stephen Covey's 'The 7 Habits of Highly Effective People'

Interdependence, therefore, is a critical element of both elementary and secondary education.

Problem Solving: Effective problem solving is an essential life skill. Learning to communicate and respect others are key goals in early childhood education. However, problem solving is different depending on whether you are looking at preschool-aged students, secondary school students, or adults. As such, our expectations for what is possible in terms of problem-solving skills for the different developmental stages also shifts. Solving social problems requires the development of skills that are necessary in order for children to communicate with their environment, and also learn to both read and understand the feelings of themselves and their peers (Kayth & Ari, 2016). Problem solving, in essence, is a skill that we continue to develop all

the way through to adulthood; as such, it remains a primary focus throughout all of the levels of education.

Literature Review

Introduction

The purpose of this study is to review some of the literature on the effects of a Montessori approach to education, particularly with specific regard to self-regulation, problem-solving, independence and collaboration. Numerous studies have been done to consider the positive and negative effects of Montessori education on its pupils, many of which consider the successes of Montessori as an alternative approach to education. While some studies are challenged by the difficulty of evaluating Montessori education among varying demographics, there are numerous studies that have demonstrated the positive and lasting impact Montessori education has on student achievement (Dhiksha & Suresh, 2016; Enright-Morin, 2017; Laski et al, 2015; Lillard & Else-Quest, 2006; Peng & Md-Yunus, 2014; Rathunde & Csikszentmihalyi, 2005; Rindskop Dohrmann et al., 2009; Zelazo & Carlson, 2012). However, there are many methodological challenges associated with the evaluation of Montessori education. These will be discussed further in the following section of the review. Regardless, the findings explored will likely provide a sound foundation that is worth considering in order to better implement some of the key objectives of the new curriculum put forth in British Columbia. As such, this review will provide a possible answer to question: "How can we utilize the teachings and pedagogies of Montessori so as to enhance and better support the implementation of British Columbia's new curriculum?"

Limitations of the Study

Although the Montessori approach originated in Europe, the majority of studies on Montessori education have been conducted in the United States. There are several limitations of which make it challenging for researchers to carry out a study, and likewise, challenge readers in

discerning relevant and fair evidence in support of claims as to its impact. While many of the studies have proven to be helpful in conducting my own research, very little research has been done in Canada, and even fewer studies have focused on the area of Montessori and BC curriculum. While many of the following limitations do not rule out the validity of the studies identified, readers should consider how each of the factors presented may or may not affect the results of each study. The following are some of the methodological limitations that I have found throughout my own research:

1. Many studies comparing Montessori education to that of another pedagogical approach endeavor to clearly delineate between the two approaches being examined. However, this becomes challenging when considering the variables behind each. For example, most Montessori programs require a tuition to be paid; this suggests that students from a Montessori-based institution may benefit from higher socio-economic status (SES) than the participants from a traditional-style of education. Many studies have drawn parallels between achievement and SES (Berger & Archer, 2015; Gustafsson, Nilson, & Yang Hansen, 2018; Lillard, 2018). Additionally, parents who enrol their children in a Montessori school are likely to be more committed to the success of their child, not only from a financial standpoint, but also in their personal involvement with the program in which their child is enrolled (Lillard & Else-Quest, 2006; Ruijs, 2017). These factors of parental involvement, fee payment, and SES can make randomized control trials more difficult to achieve in comparison groups for studies.
2. Another area that is difficult to target in conducting research of Montessori education versus other approaches is how exactly a Montessori program may be implemented. With the name “Montessori” not patented, any daycare, educational program, or institution

may claim that they are “Montessori” and yet the expectation of trained teachers, accreditation, or programmatic approach may be completely different from that of another Montessori institution (Lillard, 2018; Rindskopf Dohrmann, Nishida, Gartner, Kerzner Lipsky & Grimm, 2007). While some institutions are careful to obtain American Montessori International (AMI) accreditation, shoppers of Montessori-based programs may not be aware of these details; likewise, some studies may not consider this to be a necessary component when analyzing data.

3. Just as a school’s credentials may differ between institutions, the participants in a Montessori study may not align in their experience with Montessori. While participants in a Montessori control group are indeed expected to be presently enrolled in a Montessori program, the length of time any student may have spent in such a program is not set. Because Montessori programs require many skills of which are built upon from the early primary years through to secondary school, the results of one participant may differ from that of another simply because the amount of time spent in the Montessori environment is different for each (Lillard & Else-Quest, 2006). From my own experience, students who enrol in a Montessori program at a later age (twelve-year olds, for example) require more time to acclimatize to the environment than their long-time Montessori peers.
4. Due to the difficulties of finding comparable control groups, the number of participants often involved in the studies of Montessori education are typically relatively low. For this reason, even slight differences in outcomes can sway results quite drastically (Marshall, 2017).

5. Because many Montessori programs are both robust and involved, it can be difficult to discern what aspect of Montessori education results in the desired outcome of a study (Lillard, 2018). For example, using manipulatives is commonplace in Montessori; however, it can be difficult to decipher whether or not it is the manipulatives, or the time spent on Math that might lead to an indication of Montessori students excelling in the subject area. The specific elements of a Montessori classroom cannot be separated, and therefore, it must be assumed that it is the whole program that might make a difference in the results of any particular study (Marshall, 2017).
6. As with many educational institutions, there are natural "exit-ramps" from a Montessori approach. With multi-aged classes grouping students in grades one through three, four through six, and seven and eight together, it is commonplace for students to withdraw from Montessori schools during the transitions between groupings. This is likely one of the reasons why many of the studies undertaken on Montessori students are not longitudinal in design: tracking students over several years is difficult in Montessori, as it is not unusual to see students coming and going between grades three and four, six and seven, or after grade eight. Likely, more accurate results might be achieved if consistent longitudinal studies were more easily executed (Enright-Morin, 2017; Ruijs, 2017).
7. Several studies typically measure students in terms of how they perform on achievement tests. However, in an authentic Montessori environment, students are not taught *how* to test. In fact, until middle school, Montessori students do not experience test writing at all. With the exception of provincially-mandated tests, such as the Foundational Skills Assessment (FSA), Montessorians believe that there is no place for tests in a Montessori environment, and rather, students should be mastering a concept at their own pace. The

way that students demonstrate this mastery is by showing a teacher how to work through a given problem or curricular concept. For this reason, measuring Montessori students in terms of a "test" is not conducive to the educational environment in which they learn (Cohen, 1990; Ruijs,2017).

8. Montessori middle schools are not abundant in number. Because of this restraint, there is an absence of empirical research in Montessori schools, particularly at the adolescent level. This has resulted in little being known about the Montessori model and its effectiveness as an educational approach.

Of the many studies done that look at Montessori education, one that seems to have considered the many limitations of a methodological study is by Angeline Lillard and Nicole Else-Quest (2006). This study was conducted at a school that was recognized by the AMI association, and also examined the two most widely attended Montessori programs: preschool (ages 3-6) and elementary (ages 6-12). By using the lottery system that was already in place at the school, the potential advantages of students from higher SES was virtually diminished, as was the limitation of examining students whose parents are more involved in their child's education and success. Although it is surely difficult to negotiate many of the limitations noted, the awareness of their existence may be helpful in enabling researchers to determine where to focus their energies, and help them to recognize the factors that may contribute to resulting outcomes.

The Importance of Developing Self-Regulatory Skills

Several studies have proven the importance of developing self-regulatory skills in school-aged students as a means of both ensuring active engagement in educational programming and in reducing anxiety (Dhiksha & Suresh, 2016; Rathunde & Csikszentmihalyi, 2005). Interest in the

area of self-regulation and executive functioning has increased dramatically in the last fifteen years, as represented in the rapid increase in the number of publications on the topic (Zelazo & Carlson, 2012). It is no wonder why: a primary goal of education is to prepare students with lifelong skills that will serve them into adulthood; self-regulation and its resulting effects on motivation and initiative are paramount in adulthood. The literature suggests that an increased focus on self-regulation can lead to many positive changes, including improved social skills, increased empathy, reduced aggression, increased happiness, and improved immune response (Lillard, 2005). While the development of self-regulatory skills has been a backbone of Montessori education since its inception in the early 1900's, there has been an increased focus on developing these skills in publicly-educated students throughout the past decade (Dhiksha & Suresh, 2016; Province of British Columbia, 2018). BC's new curriculum states that "personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations" (Province of British Columbia, 2018). These are precisely the desired outcomes of the development of self-regulatory and executive functioning skills. As such, it is important for classroom teachers to understand self-regulation and executive functioning as a means of developing the whole child in all stages of one's educational journey.

Studies have suggested that self-regulated students are better equipped to deal with the challenges faced throughout the school day because they have developed a stronger sense of self-efficacy and increased intrinsic motivation to help them in overcoming challenges encountered (Dhiksha & Suresh, 2016; Lillard, 2005). A study by Rathunde and Csikszentmihalyi (2005) determined that significant differences were found between Montessori middle school students

and traditionally-educated middle school students in terms of motivation and experience, where Montessori students reported more "flow", higher affect, potency, and intrinsic motivation while doing school work. Flow, described by Csikszentmihalyi (2008) as "an optimal psychological state that people experience when engaged in an activity that is both appropriately challenging to one's skill level and often results in immersion and concentrated focus on a task" (p. 4) Further studies have shown that students who attended a Montessori program achieved higher academic results than their traditionally-educated counterparts (Laski et al, 2015; Rindskopf Dohrmann et al, 2009). Although it is difficult to discern exactly what aspect of Montessori education results in higher academic achievement in Montessori learners, the focused development of self-regulatory skills within Montessori programs is a likely contributor to the success of students educated in these programs.

Montessori's Approach to Self-Regulation through "Normalization"

Self-regulation and its effect on motivation is key, but understanding how to properly implement these skills is essential for developing perseverance, initiative, and a strong self-efficacy for students to carry forward through to adulthood. Rathunde and Csikszentmihalyi (2005) postulate that examining the Montessori approach for viable ways of implementing strategies to increase motivation has largely gone unnoticed due to the majority of Montessori's writings being focused on early childhood education. However, there is much evidence to suggest that her writing on educational philosophy through middle and high school are applicable to middle school students as well; educators must create a middle school environment that fosters intrinsic motivation, and thus, self-regulation. It should be further noted that Montessori's theories align with both goal theory and optimal experience theory (Csikszentmihalyi & Rathunde, 2005). The literature in this review supports Montessori as a

viable approach to educating students through teaching self-regulatory skills in all programs and ages (Csikszentmihalyi & Rathunde, 2014).

While self-regulation can be introduced in the very early years of learning, studies suggest that self-regulated learning can also be improved with exposure, training, and practice (Brookhart et al, 2004; Ferreira et al, 2015). In a Montessori environment, teachers require students to develop some self-regulatory skills in order to make good choices in their learning environments; in Montessori education, this process is termed "normalization". Normalization can be best described as the ability for a child to concentrate and work freely within their environment, exemplified by engagement in their work and the exercising of self-discipline and peace (Lillard, 2018). There are four main characteristics commonly associated with normalization: love of work; concentration; self-discipline; and sociability. Montessori called this process "the most important single result of our whole work" (Montessori, 1948/1973). In her book titled "Montessori: The Science Behind the Genius" (2005), Angeline Lillard draws parallels between self-regulation, normalization, and Csikszentmihalyi's (2008) "flow" theory. Here, Lillard suggests that Montessori classrooms emanate a sense of "flow" with the often focused and "hushed" quality that is reflected through the deep concentration of the students. Rathunde (2001) draws similar comparisons. Thus, the question remains: what is it about the Montessori environment that enables the development of self-regulatory skills?

With the process of self-regulation – or in Montessori terms, 'normalization' – at the heart of the Montessori curriculum, it is worthwhile exploring the "how" behind the practice. In an elementary Montessori classroom, the methods that are likely to contribute to the development of self-regulatory skills are slightly more obvious. First, through the use of engaging Montessori materials, students are able to work hands-on as a means of facilitating

concentration (Rathunde & Csikszentmihalyi, 2005). Secondly, the three-hour uninterrupted work block enables students to reach a state of "flow" more easily without the threat of being interrupted or being forced to work on something else. Thirdly, through the minimizing of forces or external stimuli that might disrupt concentration, a student is better able to reach a state of sheer concentration (Lillard, 2011). However, as we shift our focus to the middle school model, the ways in which self-regulation or "normalization" is reached looks different.

Self-Regulation in Middle School

Although the essence of Montessori education does not change in the transition from elementary to middle school, the specifics of the method do. In order to understand the ways in which Montessori educators teach self-regulation in middle schools, it is important to understand the developmental stage of the adolescent. Naturally, the needs of the adolescent shift from the inquisitive, curious, imaginative traits associated with elementary-aged students to that of social consciousness and increased independence that denotes the adolescent phase (Anderman & Maehr, 1994; Caskey & Anfara, 2007; Johnston, 2016). As such, the goal of Montessori middle schools is to create an environment in which students are able to continue to develop executive functioning and self-regulatory skills through instruction that is based on social life. Shernoff (2013) suggests that the adolescent characterizes many of the same traits as an infant or toddler, requiring much support and guidance through their "weakened" state. This support should be the goal of secondary education; just as independence is the goal of primary education, social independence becomes the goal of secondary education. Research suggests that increased freedom and choice within given parameters can lead to better psychological and learning outcomes (Shernoff, 2013). As such, at this stage of development, students not only require choice in the activities they do, but also must clearly understand the boundaries in which they are

working in order to carry out their chosen tasks (Johnston, 2016). Because the development of the adolescent is key in ensuring a smooth transition to adulthood, it is important that optimal experience in social life throughout the adolescent years is fostered through the prepared environment of an educational program (Rathunde, 2014; Thomson, Oberle, Gadermann, Guhn, Rowcliffe, & Schoner-Reichl, 2018). It has been suggested that some of the ways a Montessori environment fosters the development of the adolescent is through both morning physical activity and the building of community within a middle school program (Johnston, 2016; Rathunde, 2014). Morning physical activity, at the very start of an adolescent's school day, has been found to help students in feeling less distractible and mentally fatigued, resulting in improved concentration of approximately four hours into the school day (Rathunde, 2014). Further studies show that 71% of Montessori students view their peers as friends rather than just classmates, as opposed to 32% of students in traditional approaches to education (Csikszentmihalyi and Rathunde, 2005). The same study has found that Montessori students report more positive motivation and experience with regards to school work. Thus, it can be assumed that when middle school students feel more connected to their peers, increased motivation, flow, and therefore, self-regulatory skills are present.

Discussion on the Development of Self-Regulatory Skills

The literature suggests that there is a strong correlation between increased self-regulatory skills and the educational program offered through the Montessori approach (Johnston, 2016). Although executive functioning and self-regulation are present in students in a traditional approach, these skills are not only more developed, but result in greater sense of belonging and student engagement at the Montessori level. However, with the majority of studies conducted at an elementary or primary level of Montessori education, more research is needed to discern what

aspects of a Montessori middle school are relevant to the development of the self-regulatory skills of an adolescent.

The Importance of Developing Problem-Solving Skills

It has become widely accepted that students of the twenty-first century must learn skills that prepare them for navigating our complex and ever-changing world (Province of British Columbia, 2018; Thomson et al, 2018). It is thought that many of the jobs that students will hold as adults do not currently exist. As such, students must be taught the necessary skills to allow for the transfer of knowledge and the ability to think critically in a wide variety of settings and situations (Van Tassel-Baska et al, 1988). One of the primary goals of education is therefore the ability to develop students' critical thinking skills in order to allow students to then apply those skills to real-world problems. Encouraging students to engage in inquiry-based learning is one way of developing these skills; however, many teachers lack the ability or confidence to teach higher-level thinking and problem-solving skills to their students (Hall Bagby, 2002). The Montessori method of education is one approach that fosters independent thinking and problem-solving skills (Coe, 1991); however, few studies have proven the effectiveness of the approach with regards to independent thinking and problem solving.

Montessori's Approach to Problem-Solving

The Montessori approach has been found to be successful in the teaching of problem-solving skills (Hall Bagby, 2002). Beginning at the young age of three, Montessori students are encouraged to develop independence through continual problem-solving and repeated practice. The skill of zipping up a jacket, for example, is one in which children should be left to do on their own, once interest is shown and students are exhibiting the fine motor movements

necessary for the task. Teaching students independence is a keystone of the Montessori approach and one that continues through the elementary, middle, and high school programs in developmentally appropriate capacities. Because the essence of a Montessori program is the development of the whole child, there are concentrated efforts in integrating social and cognitive growth for healthy independent functioning (Lillard et al, 2017). Socially, it is important for students to develop the ability to understand the feelings of their peers and the feelings of their own.

Although research in the area of problem solving and Montessori education is limited, there are a few studies that suggest that the Montessori method has a positive effect on children's understanding of emotions and social problem solving (Kayth & Ari, 2016; Lillard et al, 2017). Through a critical analysis of the research, there appears to be three main approaches that foster the development of problem-solving skills in school-aged children: first, a strong sense of community may play a contributing role to students' tendency to resort to fairness and justice in social problem-solving (Brunold, 2010; Lillard et al, 2017; Rathunde & Csikszentmihalyi, 2005; Ruijs, 2017); second, appropriate parental supports may foster healthy problem-solving habits in children (Roebers, 2017); and third, the Montessori manipulatives offers students the opportunity to practice problem-solving with the built-in control of error (Laski et al, 2015).

It has been found that Montessori students display greater levels of reasoning through fairness and justice when given social problems to solve (Lillard et al, 2017), suggesting that the educating of the "whole child" is an advantageous approach in developing these skills. Several studies have found that Montessori students report a greater sense of community within their classrooms, commonly referring to their classmates as "friends" (Brunold, 2010; Lillard et al, 2017; Rathunde & Csikszentmihalyi, 2005; Ruijs, 2017). This notion of increased community

within a Montessori classroom may be one reason why Montessori students exhibit a greater sense of compassion and fairness towards their peers.

It has also been suggested that parental involvement can contribute to the positive development of problem-solving skills (Roebers, 2017). With the appropriate supports and minimal parental intervention, parents are able to foster a sense of mastery in children without harnessing too much control. Furthermore, one way in which students learn to solve problems is through observational learning. Observing others solve problems can directly impact how a student then goes on to solve problems on their own (Lillard, 2005). This occurrence, commonly referred to as observation and imitation, is a key component in collaborative learning and allows for students to assume the behaviours of others in their own problem-solving and social interactions.

Studies have suggested that there is a strong connection between executive functioning, self-regulation, and problem-solving skills (Rathunde & Csikszentmihalyi, 2005; Roebers, 2017). Laski et al (2015) posit that the manipulatives involved in a Montessori program not only aid in the development of executive functioning and self-regulatory skills, but also assist in the development of problem-solving skills. One reason for this could be that the majority of the Montessori materials, or manipulatives, have a self-correcting "control of error" built in; as such, students are able to work through a specific task with the material and when necessary, are able to discern their error, or more easily detect where they went wrong. While these channels have been found to be effective in children, further research in the area of problem-solving and Montessori middle school need be considered in order to conduct a more thorough investigation of the research.

Discussion on the Development of Problem-Solving Skills

There are many factors that may contribute to the healthy development of problem-solving skills in school-aged children. However, discerning the factors that foster these skills within a Montessori environment is difficult, largely due to the wide variety of ways in which independence, and henceforth, the development of problem-solving skills, is fostered. It is possible that this is one of the reasons why research in the area of problem-solving skills and Montessori is sparse: isolating specific skills within a Montessori program is challenging as each of the programs aim to provide a holistic, whole-child approach, of which incorporates many different aspects of fostering said skills. However, in considering the Montessori middle school environment, there are many components that are likely to contribute to the healthy development of these skills, possibly due to the developmental age of adolescents and the intense need for the appropriate implementation of these skills throughout the middle school age group. With the increased need for socialization in a middle school environment, the need to solve social problems independently becomes paramount. Some ways in which these skills are fostered are through group work, student-led businesses, independent work blocks, and service learning. Each of these curricular components encourages students to problem-solve, think critically and analytically, and build independence. These are essential skills in navigating the future of our world (Lillard, 2005).

The Importance of Interdependence in Middle Schools

Interdependence is the result of many different factors at work. In order to achieve effective interdependence, a classroom should possess a strong sense of community, ample time for collaboration, individual independence and autonomy, student choice and individual voice.

When interdependence is achieved in a classroom, it is likely the result of collaboration and leads to increased intrinsic, task motivation results (Rathunde and Csikszentmihalyi, 2005).

Particularly in a middle school setting, interdependence is important as adolescents transition to become more social beings. Community becomes the backbone to a successful education program and relationships with peers is of utmost importance, as students begin to grapple with more complex ideas, and independent and reflective thought (Caskey & Anfara, 2007). This is a time when experiences are paramount in shaping the adolescent into the adult. As such, adolescents must be presented with developmentally appropriate learning environments that are conducive to their needs as reflective, social, and independent thinkers and beings of our future.

Montessori Middle Schools & Interdependence

"The greatest sign of success for a teacher is to be able to say 'The children are now working as if I did not exist.'"

-Maria Montessori

Just as independence is one of the primary goals of an elementary Montessori classroom, interdependence is essential to a middle school Montessori program. Adolescence is marked by what Montessori described as a rebirth; she believed that the elementary child, in moving towards adolescence, is reborn as a "Social Man…he feels a mysterious social feeling and he is interested in the ideas of other people" (Montessori, 1909/1967, p. 195). As such, the goal of an adolescent program becomes finding one's place in the social world; interdependence is a key determinant of this.

Several studies have suggested that the Montessori approach to middle school education is effective in offering adolescents the learning environment necessary to their developmental needs (Dhiksha & Suresh, 2016; Lillard & Quest, 2006; Lopata, et al., 2005; Rathunde and Csikszentmihalyi, 2005;). The Montessori approach values the social environment as a means of constructing knowledge, as one's social identity is formed by interaction within a learning community through the execution of joint activities (Miranda et al., 2017). As such, developing a strong community based on respectful relationships and an underlying foundation of grace and courtesy allows for self-construction through social interaction and collaboration.

There are several aspects to a Montessori middle school that are beneficial in offering a collaborative space that is conducive to developing interdependence among students. Most Montessori middle school programs require students to run their own student-led business (Lillard, 2005; Lillard, 2018; Montessori, 1973). Leaving students in charge of overseeing finances, products, marketing, and sales provides students with the opportunity to further develop their independence whilst also fostering a space for interdependence: students must rely on one another in order to have a successful business and so as to not overwhelm themselves by singlehandedly taking on all of the requirements of a successful business. Another way in which interdependence is fostered in a Montessori middle school program is through students working on a given task in randomly-assigned small groups. Again, the model of relying on one another in order to create a robust and informative project quickly becomes the key in small groups. Allowing students to work in the same groups each day for a period of six weeks allows them the opportunity to solve problems, collaborate, learn the skills of one another, and learn to become interdependent on each other. That adolescents are naturally more social at this developmental stage further support these elements as successful means to a middle school program.

Discussion on Interdependence in a Middle School Program

In a middle school environment, providing students time to work collaboratively can result in increased student independence and communication thus laying the foundation for interdependence among students (Covey, 1989; Lillard, 2005). This is especially important as adolescents are developing their social beings in preparation for adulthood. While many teachers shy away from providing ample collaborative time in middle school programs, not allowing students this social interaction can greatly hinder their development (Caskey & Anfara, 2007; Rathunde & Csikszentmihalyi, 2005). For this reason, it is important that teachers and schools educate themselves on the effective ways in which collaboration can be incorporated into a middle school setting.

Maria Montessori's ultimate goal for education was to educate for peace. For adolescents, she envisioned the implementation of *Erdkinder*, meaning "land children" (Montessori, 1948/1973). Her ideas posited that by allowing students to work on farms and regulate all of the tasks associated with farm work as a business, students would not only develop connections with one another, but also with nature. This would provide the foundation for global citizenship, creating closer connections between people of all ethnic backgrounds, thus strengthening global ties and moving towards a peaceful future.

Implications for Future Research

The following points outline some of the suggestions to be made for future research in this area:

1. While there have been many studies done to examine the effectiveness of early primary and elementary Montessori programs (Kayth & Ari, 2016; Laski et al, 2015; Lillard, 2018), little research has been done in the area of adolescent programming in Montessori. Although there are many aspects to a Montessori middle school program that satisfy the curricular outcomes of BC's new curriculum as well as the developmental needs of the adolescent, the middle school approach in Montessori is not yet widespread enough to catch the extensive attention of researchers and curriculum theorists. Because there are few institutions that train teachers in the area of adolescent Montessori programs, it is difficult to find certified teachers for this age group, adding to the challenges faced by researchers interested in the Montessori middle school approach. This is compounded by the fact that Montessori only ever wrote about her philosophy in terms of adolescent programming, and was later implemented by Betsy Coe after Montessori's death.
2. Self-regulation and executive functioning are terms that have become commonplace in education (Province of British Columbia, 2018; Rathunde, 2001; Rathunde & Csikszentmihalyi, 2005; Roebers, 2017; Shernoff, 2013; Zelazo & Carlson, 2012). However, less researched is the area of problem-solving – particularly social problem-solving – and the effective ways of incorporating its teaching strategies into a teaching environment. As we continue to develop practices that support the new curriculum, it is likely that this topic will become more thoroughly researched as teachers move towards a learning environment that places the onus on the students, leading to increased independence and autonomy within a student body.
3. Very rarely do we see studies conducted within Canada in the area of Montessori education. Particularly as we move towards the implementation of the new curriculum, it

is hoped that increased focus will be lent to practices within Canada, and more specifically, British Columbia. Further, as Montessori schools grow, it is hoped that there is impetus from researchers to examine Montessori practices in the context of British Columbian and Canadian curriculum. While there are certainly similarities between studies that look at Montessori from a global perspective, studies within Canadian Montessori schools may reveal new findings for self-regulation, problem-solving, and interdependence based on cultural diversity.

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Chapter 3: Project Overview

Montessori Meets BC's New Curriculum

Background

Upon completing the literature review for my M.Ed project, it became increasingly apparent that British Columbia's new curriculum is conducive to the implementation of the Montessori pedagogy. With self-regulation, collaboration, and problem-solving at the heart of the new curriculum, Montessori's principles can be easily absorbed to strengthen the intentions laid out by BC Ministry of Education. Specifically, in the middle years program, the Montessori approach allows for individual choice and inquiry-based learning – cornerstones of the new curriculum. The intention of this unit plan is to provide a simple framework for executing some of the Montessori principles while satisfying BC's new curriculum through the "Big Ideas" and core competencies.

BC's New Curriculum

Overview:

In 2016, British Columbia launched its new curriculum for Kindergarten through to grade 9. In an attempt to better prepare students for our changing world, British Columbia's new curriculum focuses on collaboration, communication, and critical thinking through personalized learning. The goal is for students to move past the memorization and recall learning objectives of the past and transition towards a deeper understanding of concepts through collaboration and application of knowledge to the real world.

Big Ideas & Curricular Competencies:

The new curriculum's "Big Ideas" are the general ideas and understandings that the Ministry of Education would like students to take away. The understanding comes from exploring the curricular competencies, or what students should be able to do with the knowledge they have gained. Curricular competencies are the skills that students develop over time, while the Big Ideas are the key concepts related to that learning. An example of a big idea from the English Language Arts curriculum for grade 7 is as follows: "exploring and sharing multiple perspectives extends our thinking". Throughout the curriculum documents there is a moderate emphasis on First Peoples' content and worldviews. This will be the focus for the attached unit plan.

The Montessori Approach

Overview:

Maria Montessori firmly believed that children should be independent, moving freely throughout their learning environment. Children need be active participants of their learning and learn best by doing, not by passively accepting ideas and the pre-existing knowledge of others. The Montessori classroom is carefully constructed to allow students to explore their learning, enabling free choice of tasks and building on the physical, social, emotional, and cognitive domains of themselves. Montessori classrooms are typically mixed-age to allow for interaction, increased learning from one another, community, and familiarity of the learning environment. Teachers in a Montessori classroom are meant to be more of a "guide" than a teacher in the traditional sense that we understand it today. The intention for any Montessori program is to educate the whole child while fostering independence, critical thinking, and a love of learning.

The Middle Years:

The Montessori middle years program varies greatly from the elementary Montessori programs that are so prominent today. With the developmental needs of adolescents varying greatly from those of their younger selves, there is a need for an increased focus in specific areas, and a transition away from others. For example, where the elementary Montessori classroom allows for a great deal of independent work time, the adolescent Montessori classroom consists of a schedule that allows for personal reflection, group work, student-led business, and service learning. The intention of the Montessori middle school program is to prepare the adolescent to be engaged, productive, and successful global citizens. Montessori middle schools strive to enable each student to develop his or her full potential as a future leader and contributing member of society. Typically, the Montessori middle school caters to adolescents in the seventh and eighth grades. While holistic and individualized, Montessori middle schools offer academically rigorous curriculum with high expectations for each student, while encouraging a strong sense of community, and an understanding for communal living.

Blending Montessori with the BC Curriculum

Elements of BC Curriculum:

The new BC curriculum not only has a strong focus on personalized learning, but it also incorporates much more content on the First Peoples of Canada. Montessori, on the other hand, has not yet considered Indigenous content to the same degree as observed in the curriculum documents. For this reason, the attached unit plan places a strong emphasis on the First Peoples content within the BC curriculum.

Elements of Montessori Pedagogy:

The Montessori middle school program is both a personal and social journey. This unit plan includes tasks that are reflective, open-ended, and varied. Montessori elements include choice in assignments, frequent group and independent work, a culmination trip in week 6, and the format of the study guide to help students navigate their way through the unit. Cycle themes are key to the Montessori philosophy in order to allow students to relate new knowledge back to one central concept, in this case, Identity.

How to Use This Unit Plan

Grade Level:

While this unit plan is specifically designed for a grade 7 classroom, the lessons can be easily adapted to suit other grades as well. Because Montessori offers multi-aged classrooms, this unit plan would also work well for any middle school program.

Subject:

This unit plan will satisfy three or more curricular competencies from the English Language Arts 7 curriculum. These are clearly stated in the "guiding questions" throughout the study guide.

Group Work:

This unit plan considers the developmental needs of adolescents and therefore includes several group activities within it. It is suggested that groups are made up of four students each and are randomly-chosen; this encourages communication and problem-solving skills, key goals of a middle school program.

Independent Work:

It is a goal of any educational program that students are in charge of their own learning. For this reason, it is suggested that the classroom teacher who incorporates this lesson plan allows for a minimum of two hours of independent work time per week. During this time, students should be able to work on whatever task from that week's study guide that they please. Once the task has been completed to the teacher's satisfaction, the teacher or educational assistant can sign off by initialing on the line next to the task on the study guide.

Terms, Definitions, & FAQ

Advanced Work: Advanced work is always optional, and enables students to continue to work ahead of their peers once all other assignments are done. It is left to the teacher's discretion as to if and how students are awarded for the completion of advanced work.

Book Club: A book club is a group of students who are reading the same text. Teachers typically offer a minimum of three novels each cycle for students to choose from; book clubs are made up based on student novel choice.

Immersion Week: Typically, in Week 6 of a cycle or unit, the immersion week is meant to be a culmination of learning and away from the school grounds. Often, it can be a multi-day trip that also teaches students to live concurrently; however, a field trip or sequence of hands-on experiences could also suffice. This unit would be most successful with the teacher and/or students planning the immersion week based on the resources and surrounding locations available to them and their school setting.

Lessons: Lessons are typically done in groups no larger than 24. If a class has 24 or more students, it is best to split the class up into two groups; this allows more interaction during lessons. These are commonly known as "colour groups" in Montessori middle school programs. Lessons are typically made up on lesson cards and presented to students in a short, 15-minute or less presentation by the teacher. The lesson cards are subsequently posted, and then accessed in a common area for students to later refer back to. Students typically are not to take notes or ask questions during the lesson, but may ask questions once the lesson has concluded.

Personal Reflection: While in a traditional Montessori middle school Personal Reflection is its only block of time that is meant to be silent individual reflection, this unit plan incorporates the reflection time into the language block. In order to more easily implement this unit plan, personal reflection can be done during independent work time in a traditional classroom setting.

Socratic Dialogue: Refer to the supplementary resource that explains Socratic Dialogue.

Technology: In order to encourage problem-solving and sharing, the typical Montessori middle school programs has computers and/or technology in a 1:4 ratio to students. This allows for each small group to have their own assigned computer and encourages communication between small group members for how to schedule individual work time with these devices.

Writing About Reading Strategies (WARS): Refer to the supplementary resources that explains WARS.

Writer's Notebook (WNB): The WNB is a writing book that is chosen by the student at the beginning of the year. Typically, the teacher would purchase a number of different sizes and styles of notebooks and give a brief lesson on what a WNB is for. It is helpful to have a few samples on hand during the initial lesson. The WNB is where the student completes most of their work for the school year.

Ways to Further Incorporate Montessori

Principles in Your Classroom

- Have students run "Community Meetings" at the start of each class where one student acts as the facilitator and runs through the agenda for the day/week
- Appoint a "facilitator" (students rotate through this role) to signal transition times in your classroom
- Plan an "out-trip" for your immersion week (Week 6) where students learn to live communally for a multi-day trip away from school
- Schedule time for Personal Reflection in your class where you can play Indigenous music, instrumental flute, or other calming sounds
- Write stories to share with younger students at your school
- Have students create a small business to run within the school (eg. Pizza days)
- Have students participate in "Service Learning" where students volunteer their services to a cause external to themselves (eg. Pulling invasive species, volunteering with seniors, etc.)
- Assign "daily work" that is signed off each morning that students arrive. One easy way to initiate this is to sign off on the reading work students complete each day.
- Have rotating groups of students plan each cycle's Immersion Week

Study Guide

Theme: Identity
English Language Arts 7

"Schoolteachers teach what they and others know. Forest teachers – bear, wolf, lynx, beaver, bird, every flower and tree – teach us how to live, love, and grow."
-Frederic M. Perrin

"Sometimes reality is too complex. Stories give it form."
-Jean Luc Godard

My father arrived in Canada on a large boat from Holland in 1948. He was only three weeks old. Three weeks later, he arrived with his mother and father and began their life as immigrants in the foreign North American land. His father, my Opa, was sea sick for the duration of the multi-week excursion, his mother working hard to ensure the safety and wellbeing of her only child, her newborn son. But this is my father's story.

Through language, we share stories. We share our thoughts, emotions, intentions, and beliefs through language. There are hundreds, if not thousands, of different languages, ranging from spoken language to baby talk to body language. Language enables us to share who we are with the world. Language, in one form or another, has been around for the history of mankind. Language has the power to uplift us, or to crush us down. Language, and the stories we share, are what define us and the cultures in which we live.

This cycle, you will blend the ideas of language and storytelling with the First Peoples' Principles of Learning in an attempt to build on your understanding of the term "identity". Throughout your study of the First Peoples' Principles of Learning, you will begin to strengthen your own identity while concurrently gaining a better understanding of the identity and culture of the First Peoples of Canada.

Guiding Question 1: ***How is our individuality and belonging a result of the language we use?***

Week 1:

_____1. **Individual Work:** Read the overview with your colour group and mark it up with a minimum of five comments or questions.

_____2. **Individual Work:** Complete a vocabulary sheet for the following words: **holistic, reciprocal, appropriation, narrative**

_____3. **Lesson:** Participate in the community lesson on writing compelling narratives.

_____4. **Lesson:** Participate in the community lesson on First Peoples' Principles of Learning and fill out the graphic organizer.

_____5. **Individual Work:** Choose one of the First Peoples' narratives to read. Create a graphic organizer to record characteristics of your chosen narrative's character.
Advanced work: read a second narrative and complete the same task.

_____6. **Individual Work:** Fill out the T-chart with a minimum of five experiences you have had. Title the left-hand column "Stories about me" and the right-hand column "Narratives".

_____7. **Group Work:** Using the list of characteristics you created for #5, brainstorm the ways in which language affects the lives of the individuals from the narratives.
_____8. **Personal Reflection:** choose one or more of the questions from the "Personal Reflection Prompts" sheet for Week 1. Write a minimum of 100 words or draw a picture and write a 50-word response.

_____9. **Reading Work:**
With your book club, plan your daily work for the week. For each day, decide which pages you will read and which writing-about-reading strategies you will do each day in your Writer's Notebook. Complete all strategies before repeating one. Record the page numbers and strategy in the blanks below.

_____a. Monday: pages:_____ strategy:_____

_____b. Tuesday: pages:_____strategy:_____

_____c. Wednesday: pages:_____strategy:_____

_____d. Thursday: pages:_____strategy:_____

_____e. Tuesday: Meet with book club to discuss your reading responses.

_____f. Thursday: Meet with book club to discuss your reading responses.

Week 2:

_____10. Participate in the community lesson on setting the scene of your narrative.

_____11. Participate in the community lesson on The History of Residential Schools and create your own graphic organizer.

_____12. **Individual Work:** Complete a vocabulary sheet for the following words: **assimilate, discriminate, segregation, missionary**

_____13. **Individual Work:** View the PowerPoint on "The Secret Path: Awareness and Identity". In your WNB, brainstorm a list to respond to the questions posed.
Advanced Work: read the Maclean's article titled "The lonely death of Chanie Wenjack" https://www.macleans.ca/society/the-lonely-death-of-chanie-wenjack/

_____14. **Individual Work:** Begin your narrative by writing your introduction in your WNB. Be sure to include an engaging hook and set your scene using pointers from the lesson. Once you have finished your rought draft, exchange with a peer, and have him/her mark it up.

_____15. **Individual Work:** Watch Gord Downie's "The Stranger". Read over the lyrics and mark up with comments, questions, and thoughts:
https://www.youtube.com/watch?v=za2VzjkwtFc.

_____16. **Personal Reflection:** choose one of the questions from the "Personal Reflection Prompts" sheet for Week 2. Write a minimum of 100 words or draw a picture and write a 50-word response.

_____17. **Group Work:** In your small group, complete one of the following activities. Present your work to your colour group on Friday of Week 2.

- Consider the lyrics of The Stranger – what do you already know about the history of Indigenous peoples in Canada? How does this song portray that history?
- How does The Stranger relate to the First Peoples' Principles of Learning?
- Create new lyrics to the song "The Stranger" by filling in the blanks in the template provided.
- Create a timeline of Chanie Wenjack's life based on what you can gather from the song and, if you chose to read it, the Maclean's article.

_____18. **Reading Work:**
With your book club, plan your daily work for the week. For each day, decide which pages you will read and which writing-about-reading strategies you will do each day in your Writer's Notebook. Complete all strategies before repeating one. Record the page numbers and strategy in the blanks below.

_____a. Monday: pages:_____ strategy:_____

_____b. Tuesday: pages:_____strategy:_____

_____c. Wednesday: pages:_____strategy:_____

_____d. Thursday: pages:_____strategy:_____

_____e. Tuesday: Meet with book club to discuss your reading responses.

_____f. Thursday: Meet with book club to discuss your reading responses.

_____19. **Advanced Work:** Complete a biography of the life of Gord Downie. You may include information on his early life, music, environmental work, or other pertinenet information.

_____20. **Synthesis:** With your colour group, synthesize guiding question 1. Record brainstorm in your WNB.

Week 3:
Guiding Question 2: ***How can we use stories to strengthen our sense of identity?***

_____21. **Lesson:** Participate in the community lesson on describing events for your narrative.

_____22. **Lesson:** Participate in the community lesson on language revitalization.

_____23. **Individual Work:** Complete a vocabulary sheet for the following words: **reconciliation, revitalization, preservation, immersion**

_____24. **Individual Work:** Write the main body of your narrative. Exchange with a peer and have him/her mark it up.
Advanced Work: type up your narrative up to this point.

_____25. **Group Work:** Listen to the NPR broadcast titled "In the Search For 'Last Speakers,' A Great Discovery".
https://www.npr.org/templates/story/story.php?storyId=130242203?storyId=130242203
Spend at least ten minutes answering the following questions:

- What does the speaker believe about language?
- Is the way the broadcast positions us fair or unfair?
- How does this broadcasts compare with others that explore the same issue? (Think of other texts, songs, poems, movies, etc.)
- Whose voices are missing from this broadcast and how does that affect the telling?
- Who benefits from this thinking?
- What are some alternatives to this thinking?

_____26. **Personal Reflection:** choose one of the questions from the "Personal Reflection Prompts" sheet for Week 3. Write a minimum of 100 words or draw a picture and write a 50-word response.

_____27. **Socratic Dialogue:** View the TED talk on Language Revitalization and participate in the community group Socratic Dialogue.
http://appalachiafilm.org/images/neh/OralStorytellingAllison.pdf

_____28. **Reading Work:**
With your book club, plan your daily work for the week. For each day, decide which pages you will read and which writing-about-reading strategies you will do each day in your Writer's Notebook. Complete all strategies before repeating one. Record the page numbers and strategy in the blanks below.

_____a. Monday: pages:_____ strategy:_____

_____b. Tuesday: pages:_____strategy:_____

_____c. Wednesday: pages:_____strategy:_____

_____d. Thursday: pages:_____strategy:_____

_____e. Tuesday: Meet with book club to discuss your reading responses.

Week 4:

_____29. **Lesson:** Participate in the community lesson on writing your conclusion.

_____30. **Lesson:** Participate in the community lesson on the Truth and Reconciliation Commission and the Resulting Calls for Action. Copy this lesson onto your graphic organizer.

_____31. **Individual Work:** Complete a vocabulary sheet for the following words: **affect, effect, perspective, bias**

_____32. **Individual Work:** Read either "How the World Was Made" or "The First Fire". Respond to one of the following questions in your WNB. Be sure to write a minimum of 100 words.

- Why might these stories be so crucial to the culture of the Cherokee people?
- What message do you think this story is sending?
- Are there any voices that are missing from your chosen story? Explain.

_____33. Listen to the following song clip by A Tribe Called Red. Respond either through writing or a drawing what you think the song is about.
https://www.youtube.com/watch?v=cj3U0z64_m4

_____34. **Individual Work:** Choose one of the following to view:

- Read or view "The True Story of the Three Little Pigs" and answer the questions provided: https://www.youtube.com/watch?v=m75aEhm-BYw
- View the video "For Angela" and answer questions provided: https://www.youtube.com/watch?v=TysnUj4m0sc

Once you have viewed one of the above clips, respond using one of the WARS strategies.
Advanced Work: Listen to/read both pieces of material and complete a second strategy.

_____32. **Individual Work:** View the video, Namwayut: we are all one. Truth and Reconciliation in Canada: https://www.youtube.com/watch?v=2zuRQmwaREY

_____35. **Personal Reflection:** choose one of the questions from the "Personal Reflection Prompts" sheet for Week 4. Write a minimum of 100 words or draw a picture and write a 50-word response.

_____36. **Reading Work:**
With your book club, plan your daily work for the week. For each day, decide which pages you will read and which writing-about-reading strategies you will do each day in your Writer's Notebook. Complete all strategies before repeating one. Record the page numbers and strategy in the blanks below.

_____a. Monday: pages:_____ strategy:_____

_____b. Tuesday: pages:_____strategy:_____

_____c. Wednesday: pages:_____strategy:_____

_____d. Thursday: pages:_____strategy:_____

_____e. Tuesday: Meet with book club to discuss your reading responses.

_____37. **Synthesis:** With your colour group, synthesize guiding question 2. Record brainstorm in your WNB.

Week 5:

_____38. **Individual Work:** Take the vocabulary quiz on this cycle's vocabulary words.

_____39. **Individual Work:** Novel Study:

a) Monday: Choose one of the First Peoples' Principles of Learning. Represent your thoughts, opinions, ideas, or new knowledge from this cycle's novel study using the First Peoples' Principle that you chose
b) Tuesday: Outline your idea and have a teacher approve it
c) Wednesday: Begin the draft of your idea in your WNB
d) Thursday: Begin the polished copy of your novel study project
e) Friday: Complete your polished copy of your novel study project

_____40. **Independent Project:**

_____a) Complete the final draft of your narrative.
_____b) Exchange your final draft with a peer. Have him/her mark it up and peer assess using the rubric provided.
_____c) Edit using the editing checklist. Correct any errors and write a polished copy of your story. Staple all previous drafts to the back and assess using the rubric.
_____d) On Friday of Week 5, participate in the community publishing and celebration.

_____41. **Group Work:** Choose one of the First Peoples Principles of Learning. Choose from one of the following options (or one that you have approved by your teacher) to best illustrate the message behind the principle you chose:

- Draw a comic strip
- Write a story
- Create a short video
- Write a song

_____42. **Group Work:** Choose one of the languages of First Peoples throughout British Columbia. Create an interesting and informative presentation that teaches your class a minimum of ten words from your chosen language. Be sure to satisfy each of the three learning modalities: auditory, visual, and kinesthetic.

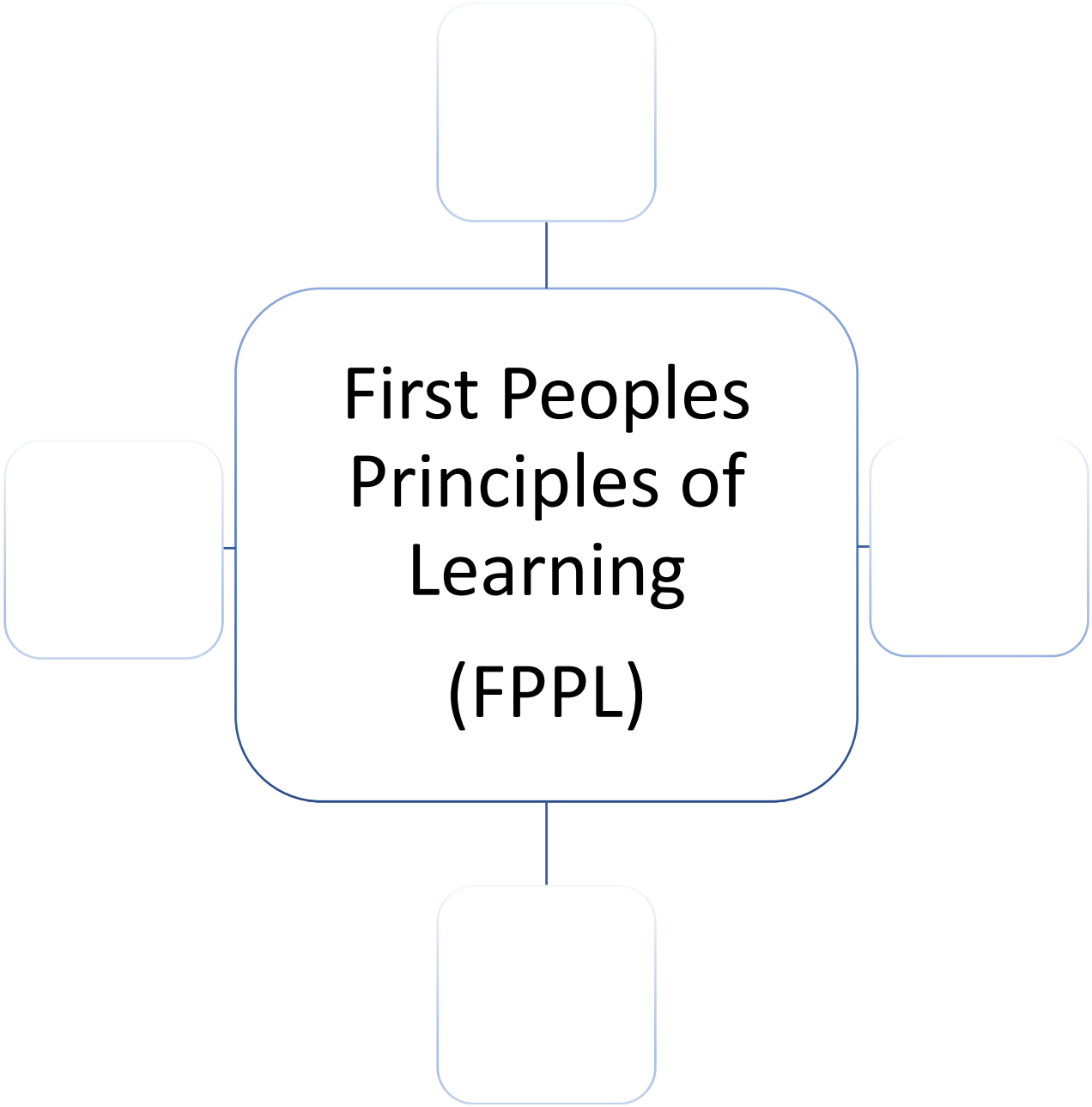
_____43. **Group Work:** Present your language presentation to the class on Friday of Week 5.

Week 6: Immersion Week

_____44. Participate in the Immersion Week planned by your classroom community.

Appendix A: First Peoples Principles of Learning Graphic Organizer

First Peoples Principles of Learning (FPPL)



First Peoples Principles of Learning

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

Appendix B: First Peoples Principles of Learning Lesson

First Peoples Principles of Learning (FPPL)

- Developed by the First Nations Education Steering Committee (FNESC) in 2006/2007

- Considers the perspectives of both the Metis an Inuit peoples, as well as over 200 other First Nations bands that are represented in BC

- Intended to increase commitment to the First Peoples perspectives of

teaching and learning in BC schools

- These principles have guided the creation of the English 12 First Peoples course

- Highlights the idea that education is a process that is personal, holistic; embedded in relationship to each other, to self, and to the land; and is more effective when it is authentic and relevant

Appendix C: Narratives Lesson

Writing Compelling Narratives

- Narrative: a spoken or written account of connected events

- A story or a description of events

- Consider your life. What are some interesting events or experiences you have had? Reflect on these.
- Much like a novel, a narrative has a beginning, a middle, and an end

<u>Essential Elements of a Narrative</u>:

- Usually told in chronological order
- Has a purpose, typically stated in the opening sentence

- Can use dialogue
- Written with sensory details

Look at the photograph below:

Think about how exciting it is to look forward to summer vacation.

Turn to the person next to you and describe a fun-filled day you experienced over the summer.

Describe the experience and reflect on why this memory is worth sharing.

Look at the photograph below:

Think about the experience of trying something new. What feelings are involved?

Turn to the person next to you (a different person). Describe a memorable first experience you once had.

Step 1: <u>The "Hook"</u>

- Use a hook to draw your readers in
- A hook should be exciting and memorable
- The hook should be in your first paragraph

Step 2: <u>Setting the Scene</u>

- answers the "when" and the "where" of your story

- choose a setting that matches the type of story you are going to tell
- eg. Haunted house for a spooky story

Step 3: What Happened?

- This is where you get to add your events
- Be sure to add your details and tell your events in the order that they happened

Step 4: Wrapping it up

- The conclusion of your essay is the last impression you will leave on your reader
- Begin by reiterating your initial point

- Summarize the basic events of your story
- Reflect on the larger meaning of the story

Appendix D: Novel List

Students may choose from one of the following novels to correspond to the attached unit plan:

- The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
- Green Grass, Runing Water by Thomas King
- A Girl Called Echo, Vol 1: Pemmican Wars by Katherena Vermette
- A Name Earned by Tim Tingle
- The Truth About Stories by Thomas King

Appendix E: Personal Reflection Prompts

Week 1:

Reflect on #1 as well as at least one other prompt for Week 1.

1. Choose one of the principles from the FPPL. Go to the webpage (https://firstpeoplesprinciplesoflearning.wordpress.com/learning-ultimately-supports-the-well-being-of-the-self-the-family-the-community-the-land-the-spirits-and-the-ancestors/) and read the information pertaining to your chosen principle of learning. Reflect on the following statements:
    - What stands out the most to you? What resonates for you personally?
    - What do you see as having most potential for impact on your life?
    - What questions do you have? What might you want to know more about?
2. If you could choose one song to describe you what would it be and why? Explain your answer.
3. Describe a connection you have with someone in your community. How did it start, why does this connection exist, and why is it important to you? Give lots of details.
4. Explain a connection you have with a natural space in your community. Where is it, what does it look like and why do you value this space?
5. Listen to the song "Colours of the Wind". Respond.
6. Participate in a breathing exercise. Inhale and exhale slowly with eyes closed without talking for five minutes. However, keep track of your thoughts, ideas, and emotions during your breathing exercise. Write down those thoughts, ideas, and emotions and see if you find any connections or themes.

Week 2:

1. What is "The Stranger" about?
2. What are the song and images trying to say about identity?
3. Do you see the themes of loss and identity in the song? If so, where?
4. How do you feel about Chanie losing parts of his identity because he was forced to go to Residential School?
5. Why do you think Gord Downie chose Chanie Wenjack as his final project? Why did he describe it as his life's most important work?
6. If you could say one thing to Chanie or Gord, what would you say?

Week 3:

1. Reflect on the following quote: "The stories we tell literally make the world. If you want to change the world, you need to change your story. This truth applies to both individuals and institutions." –Michael Margolis
2. Why is losing a language a problem?
3. Think about a story that your parents or grandparents told you. Why did they tell you this story? Was it to entertain you? Was it to teach you a lesson? Did the events in the story really happen? Do you know somebody else who has heard a similar story?
4. Think about words in your life. What words to you use most? What words do you hate? What words of phrases do you think are overused?
5. What makes a great conversation?
6. How much does your neighbourhood or community define who you are?

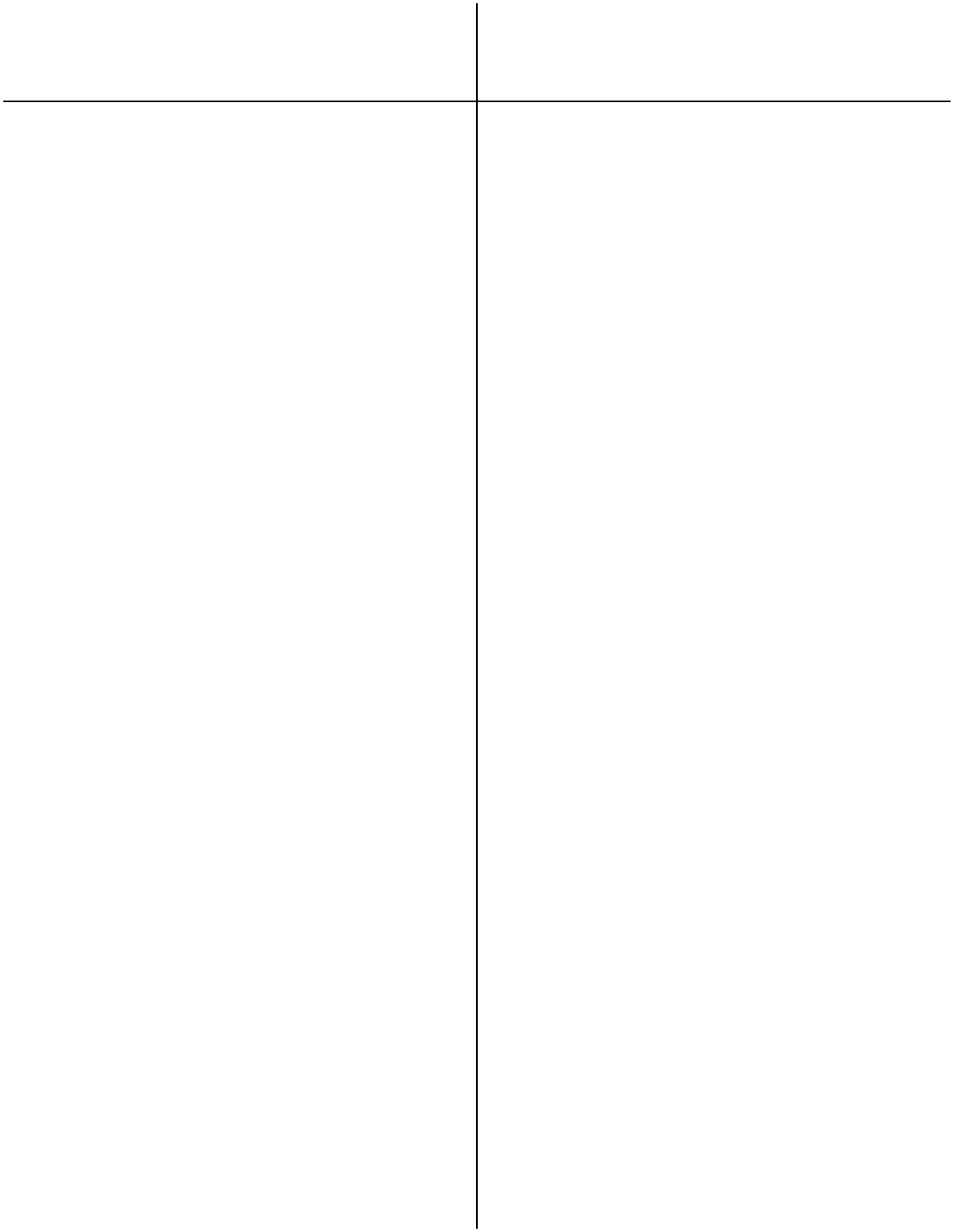
Week 4:

1. Think of an argument that you have been in. Rewrite the argument as if you were telling it from the other person's perspective.
2. Consider the Indian Residential School system, the TRC and the resulting Calls to Action. How might this chapter in Canada's history have influenced the identity of Canada? Of yourself? Of Indigenous persons?
3. "I don't want to be the next anybody. I want to be the first me." What are your thoughts on being the "first you"? What is different and unique about you? If that uniqueness became a trend, what would it be? Is it your hairstyle? Your compassion? A piece of clothing? Make a list of your most unique traits, habits, style, or whatever is your thing. And then celebrate your uniqueness because there is no one else just like you!
4. Imagine yourself in someone else's skin. Someone very different from you. Write about how it feels to think from a different perspective.
5. Write about a relationship where you had a hard time communicating with or understanding someone else. What was the problem? How did you work on it? Or did you just walk away without resolving the issue? What are some things you could do to open the lines of communication?
6. If you could create a list of tips to give others on how to be understood correctly, what would you tell them?

Appendix F: T-Chart

Name:_____ Week 1

T-Chart



Appendix G: Vocabulary Sheet

Name:_____ Cycle:_____

Vocabulary Sheet

Word: _____	Definition:_____ _____ Etymology:_____ _____ Sentence:_____ _____

Word: _____	Definition:_____ _____ Etymology:_____ _____ Sentence:_____ _____

Word: _____	Definition:_____ _____ Etymology:_____ _____ Sentence:_____ _____

Appendix H: Writing about Reading Strategies

1) Retell:
    - Who is the story mostly about?
    - What are the relationships?
    - What do the characters want/desire?
    - Names matter. What are the characters' names?
    - How does the story begin? What happens?
    - What happens? What are the 2-3 incidents that show what kind of person the main character is?
    - How does it end? What happens?

2) Describe a lingering significant image
    - Describe the image with words and then explain why it is significant

3) Sketch a significant image
    - Draw a sketch of the image and then explain why it is significant

4) Transcribe important quotes and write about them
    - Choose 1 small part of the text (a group of 1-3 sentences) that seem important
    - Write what you think it means, how it makes you feel, or any symbols or theories related to that quote
    - Then, write about why you chose it or why you think it is important

5) Write a poem about the text
    - You may take on the perspective of any character in the text, not just the main character
    - A good place to start in writing your poem is to write about the image that really stuck with you the most

6) Write a letter to one of the characters
    - You can write as yourself to one of the characters or imagine that you are one of the characters in the story writing to another character in the story

7) Free-write
    - How the text makes you feel
    - What it makes you think
    - How it reminds you of something in your life
    - How your life might be different after reading this text
    - What you liked or disliked about the text and why
    - Why you think this text is good or bad
    - Strong ideas or symbols in this text

8) Make a character timeline
    - One top of the timeline, write the events
    - Below, write how the main character feels during that event

9) Make a web of issues
    - Find four issues (a problem with multiple perspectives)
    - Write an example from the text below each issue

10) Retell around an issue
    - Choose an issue
    - Write a sentence or two about the issue without naming anything from the text
    - Retell three parts of the story that show how the text is about that issue. Put it all together in 1 paragraph

Appendix I: The History of Residential Schools Lesson

The History of Residential Schools

- Established after 1880 in Canada

- Government-sponsored religious schools established to assimilate Indigenous children into Euro-Canadian culture

- Goals: “To Christianize and Civilize” or “to remove the Indian from the child”
- The last residential school closed in 1996

- Approximately 150,000 students attended; it is estimated that over 6000 died

- Came about as a result of the British North America Act (1867) and the Indian Act (1876)
- Students were isolated and culture was stripped from them as they were removed from their homes, parents, and families

- Several students were abused, physically, emotionally, and sexually

- Allegations of abuse went largely ignored

- Students were often underfed and malnourished, and exposed to diseases like tuberculosis and influenza

- Students sometimes rebelled by stealing food or supplies, sabotaging operations, or running away

“

In 1886, at the age of twelve years, I was lassoed, roped and taken to the Government School at Lebret. Six months after I enrolled, I discovered to my chagrin that I had lost my name and an English name had been tagged on me in exchange… “When you were brought here [the school interpreter later told me], for purposes of enrolment, you were asked to give your name and when you did, the Principal remarked that there were no letters in the alphabet to spell this little heathen’s name and no civilized tongue could pronounce it.

‘We are going to civilize him, so we will give him a civilized name,’ and that was how you acquired this brand new whiteman’s name.’” …In keeping with the promise to civilize the little pagan, they went to work and cut off my braids, which, incidentally, according to the Assiniboine traditional custom, was a token of mourning — the closer the relative, the closer the cut. After my haircut, I wondered in silence if my mother had died, as they had cut my hair close to the scalp. I looked in the mirror to see what I looked like. A Hallowe’en pumpkin stared back at me and that did it. If this was civilization, I didn’t want any part of it. I ran away from school, but I was captured and brought back. I made two more attempts, but with no better luck.

Realizing that there was no escape, I resigned myself to the task of learning the three Rs. …visualize for yourselves the difficulties encountered by an Indian boy who had never seen the inside of a house; who had lived in buffalo skin teepees in winter and summer; who grew up with a bow and arrow.

(Daniel Kennedy (Ochankuga’he), former student at Qu’Appelle residential school)

”

-Kent Monkman's "The Scream"

Appendix J: "The Stranger" (lyrics)

The Stranger

By Gord Downie

I am a stranger
You can't see me
I am a stranger
Do you know what I mean?
I navigate the mud
I walk above the path
Jumpin' to the right
Then I jump to the left
On a secret path
The one that nobody knows
And I'm moving fast
On the path that nobody knows
And what I'm feelin'
Is anyone's guess
What is in my head
And what's in my chest
I'm not gonna stop
I'm just catching my breath
They're not gonna stop
Please just let me catch my breath
I am the stranger
You can't see me
I am the stranger
Do you know what I mean?
That is not my dad
My dad is not a wild man
Doesn't even drink
My dad, he's not a wild man
On a secret path
The one that nobody knows
And I'm moving fast
On the path that nobody knows
I am a stranger
I am a stranger
I am a stranger
I am a stranger

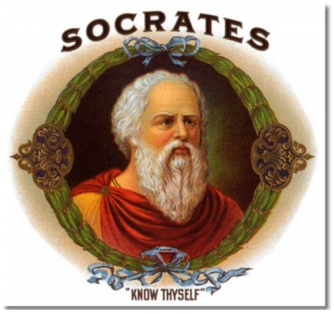
Appendix K: The Stranger (lyrics template)

The Stranger

By Gord Downie

I am a _____
You can't _____
I am a _____
Do you know what I mean?
I _____
I _____
Jumpin' to the _____
Then I jump to the _____
On a _____
The one that _____
And I'm _____
On the _____ that _____
And what I'm feelin'
Is _____
What is in my _____
And what's in my _____
I'm not gonna _____
I'm just _____
They're not gonna _____
Please just let me _____
I am the _____
You can't _____
I am the _____
Do you know what I mean?
That is not my dad
My dad is not a _____
Doesn't even _____
My dad, he's not a _____
On a _____
The one that _____
And I'm _____
On the _____that _____
I am _____
I am _____
I am _____
I am _____

Appendix L: Guidelines for Socratic Dialogue



Guidelines for Socratic Dialogue

1. Bring questions, annotated reading, or notes on discussion material
2. Use formal/professional language
3. Be polite at all times
4. Use active listening while others are speaking
5. Support ALL comments with evidence from the source
6. When speaking, address your comments to the audience rather than to the teacher
7. Agree or disagree with statements, not with people
8. Do not form alliances, and be open to changing your mind
9. Wait until your turn to speak
10. Allow time for silences

"Strong minds discuss ideas, average minds discuss events, weak minds discuss people."

-Socrates

General Guidelines for Socratic Dialogue (For Teachers)

- Have students make an “inner circle” and an “outer circle”
- Students generate questions on a class whiteboard
- Students in inner circle choose one question to discuss
- Timer is set for 7-10 minutes
- Students in inner circle discuss the chosen question for the timed duration while outer circle students listen silently
- Once finished, students in the outer circle may say some positive or constructive feedback (eg. Stayed on topic well; referenced material often)
- Once outer circle has provided their feedback, outer circle and inner circle switch positions
- The goal is for each student to take a turn speaking

Appendix M: Language Revitalization Lesson

Language Revitalization

- Triggered by the realization that of the 6000+ languages that were once spoken across the globe, 90% will disappear within 100 years

- Stems from the desire of Indigenous community members to see their languages and cultures survive

- Aims to slow down, stop, or reverse the decline of a language while concurrently empowering Indigenous communities

Turn to the person next to you.
Consider the following:

- what is the Symbolic Function of the language you speak? Eg. Culture

- What is the Communicative Function of the language you speak?

- Consider what positive impacts Language Revitalization would have on a community

Appendix N: Truth and Reconciliation Lesson

Truth and Reconciliation

- On June 11, 2008, Canada's Prime Minister, Stephen Harper, publicly apologized to Canada's Indigenous Peoples for the Indigenous Residential School system

- At the same time, the Truth and Reconciliation Commission of Canada (TRC) was created

- The purpose of the TRC was to document the history and lasting impacts of the IRS system

- The TRC provided survivors of the residential school system the

opportunity to share their experiences during public and private meetings

- In 2015, the TRC officially concluded that the school system amounted to cultural genocide

Calls to Action

- An attempt to "redress the legacy of residential schools and advance the process of Canadian reconciliation" (Government of Canada website)

- Two categories: Legacy & Reconciliation

- Legacy: redressing the harms resulting from the IRS through means

like child welfare, education, language and culture, health, and justice

- Reconciliation: to bring the governments and Indigenous nations of Canada into a reconciled state for the future
- The FPPL is one step towards reconciling this dark chapter in Canada's history

Appendix O: Editing Checklist

Editing Checklist

1. Read the checklist before beginning so that you know specifically what kinds of errors to look for.
2. Read your piece aloud, touching your finger to each word as you read. Mark any errors you encounter with your special pen.
3. Have a partner do the same to your piece Mark any errors you encounter with your special pen.
4. Initial each box to show that you checked for the corresponding errors.

Editing Criteria:	**Self:**	**Peer:**
All sentences begin with a capital letter.		
All sentences end with appropriate ending punctuation.		
The piece is organized into paragraphs (if prose) or stanzas (if poetry).		
All words are spelled correctly.		
All homophones (different words that sound alike) are used correctly. Ex. Too/to/two; their/there/they're; your/you're; it's/its		
All numbers less than 100 have been written out. Ex. "two" not "2"		
This piece is 100% error-free.		

Appendix P: Narrative Rubric

Narrative Rubric

	Whoa! Above and Beyond!	Well Done! You've Got the Idea!	You're Almost There…	Let's Review This Idea
Introduction & Conclusion	-Well-developed introduction and an engaging "hook" -Contains background information -Conclusion effectively wraps up the ideas aforementioned and goes beyond what was already said	-Introduction creates interest -Conclusion effectively summarizes topics	-Introduction adequately explains the background, but lacks details -Conclusion is recognizable and somewhat ties up loose ends	-Lacking a "hook" -Details are confusing or difficult to piece together -Conclusion does not adequately wrap up the main points
Main Points	-Well developed main points that are supported with lots of sensory details -Narrative is developed with a consistent and effective point-of-view -Main body continues to grip reader	-Three or more main points are related to the introduction -Details are present -Ideas have been explored and developed well	-Three or more main points are present but may lack details -Ideas are not fully developed	-Less than three main points -Poor development of ideas -Narrative is underdeveloped and tells, rather than shows the story
Organization & Flow	-Logical progression of ideas with a clear structure -Smooth transitions -Sentences are strong and expressive	-Logical progression of ideas -Transitions are present -Writing is clear an sentences have varied structure	-Some organization of ideas, but transitions are rough -Writing is clear, but sentences lack variety	-No discernable organization -Lacking transitions -Writing is confusing and hard to follow
Mechanics	-Punctuation, spelling, and capitalization are correct -Zero errors	-Punctuation, spelling, and capitalization are generally correct -One or two errors	-A few errors in punctuation, spelling, and capitalization -Three or four errors	-Errors take away from the flow of the reading -Polished copy lacks thorough editing

Appendix Q: Vocabulary Quiz

Vocabulary Quiz

Fill in the blanks with the words from the box below. You will only use each word once.

Holistic	Bias	Reciprocal
Culture	Colonization	Reconciliation
Narratives	Segregation	Revitalization
Assimilate	Missionaries	Preserve
Affected	effect	immersion
Perspective		

Sadly, in our not-too-distant past, the government of Canada attempted to _____ Indigenous children into Euro-Canadian _____ through forcing them into residential schools. These residential schools, primarily run by _____ were developed to provide care and schooling. However, through this _____ (or separation), the Canadian stripped over 150,000 Indigenous children of their own culture and language. The _____ on both these peoples and our history as a country has been profound. It is clear that the schools have been, arguably, the most damaging of the many elements of Canada's _____ of this land's original peoples.

In an attempt to resolve the issues create through residential schools, the Truth and _____ Commission of Canada was created. Although many Canadians will never understand the true _____ of the Indigenous peoples – particularly those who were forced to attend residential schools – we must begin to learn from the wrongdoings of our country. We may learn through reading _____, or stories of Indigenous peoples, or through engaging in language _____ _____: relearning the languages that are too-quickly disappearing. One method of learning a language is through_____, or deep mental involvement. This is just one of the many ways we may be able to __ _____ some of the aspects of the rich and respectful culture of Indigenous peoples.

The First Peoples Principles of Learning was created in an attempt to increase commitment to the First Peoples perspectives through implementing curriculum that is personal and _____, or considering of the whole person. Additionally, the FPPL is an attempt to ensure education is _____ _____, or focused on connectedness and relationships.

The long history of racism towards Indigenous people in Canada has _____ us as a country in ways many of us will never truly understand. To begin to move towards reconciliation as a country, Canadians must acknowledge racial _____ in order to fix it.

Vocabulary Quiz
(Answer Key)

Fill in the blanks with the words from the box below. You will only use each word once.

Holistic	Bias	Reciprocal
Culture	Colonization	Reconciliation
Narratives	Segregation	Revitalization
Assimilate	Missionaries	Preserve
Affected	effect	immersion
Perspective		

Sadly, in our not-too-distant past, the government of Canada attempted to ___assimilate___ Indigenous children into Euro-Canadian ____culture___ through forcing them into residential schools. These residential schools, primarily run by _____missionaries____ were developed to provide care and schooling. However, through this ____segregation___ (or separation), the Canadian stripped over 150,000 Indigenous children of their own culture and language. The _____effect___ on both these peoples and our history as a country has been profound. It is clear that the schools have been, arguably, the most damaging of the many elements of Canada's _____colonization_ of this land's original peoples.

In an attempt to resolve the issues create through residential schools, the Truth and _____Reconciliation_ Commission of Canada was created. Although many Canadians will never understand the true _perspective_____ of the Indigenous peoples – particularly those who were forced to attend residential schools – we must begin to learn from the wrongdoings of our country. We may learn through reading _____narratives_____, or stories of Indigenous peoples, or through engaging in language _revitalization _____: relearning the languages that are too-quickly disappearing. One method of learning a language is through_immersion__, or deep mental involvement. This is just one of the many ways we may be able to _____ _____preserve___ some of the aspects of the rich and respectful culture of Indigenous peoples.

The First Peoples Principles of Learning was created in an attempt to increase commitment to the First Peoples perspectives through implementing curriculum that is personal and _holistic_____, or considering of the whole person. Additionally, the FPPL is an attempt to ensure education is____reciprocal, or focused on connectedness and relationships.

The long history of racism towards Indigenous people in Canada has _____affected_ us as a country in ways many of us will never truly understand. To begin to move towards reconciliation as a country, Canadians must acknowledge racial _____bias____ in order to fix it.