



Montessori for Adolescents!

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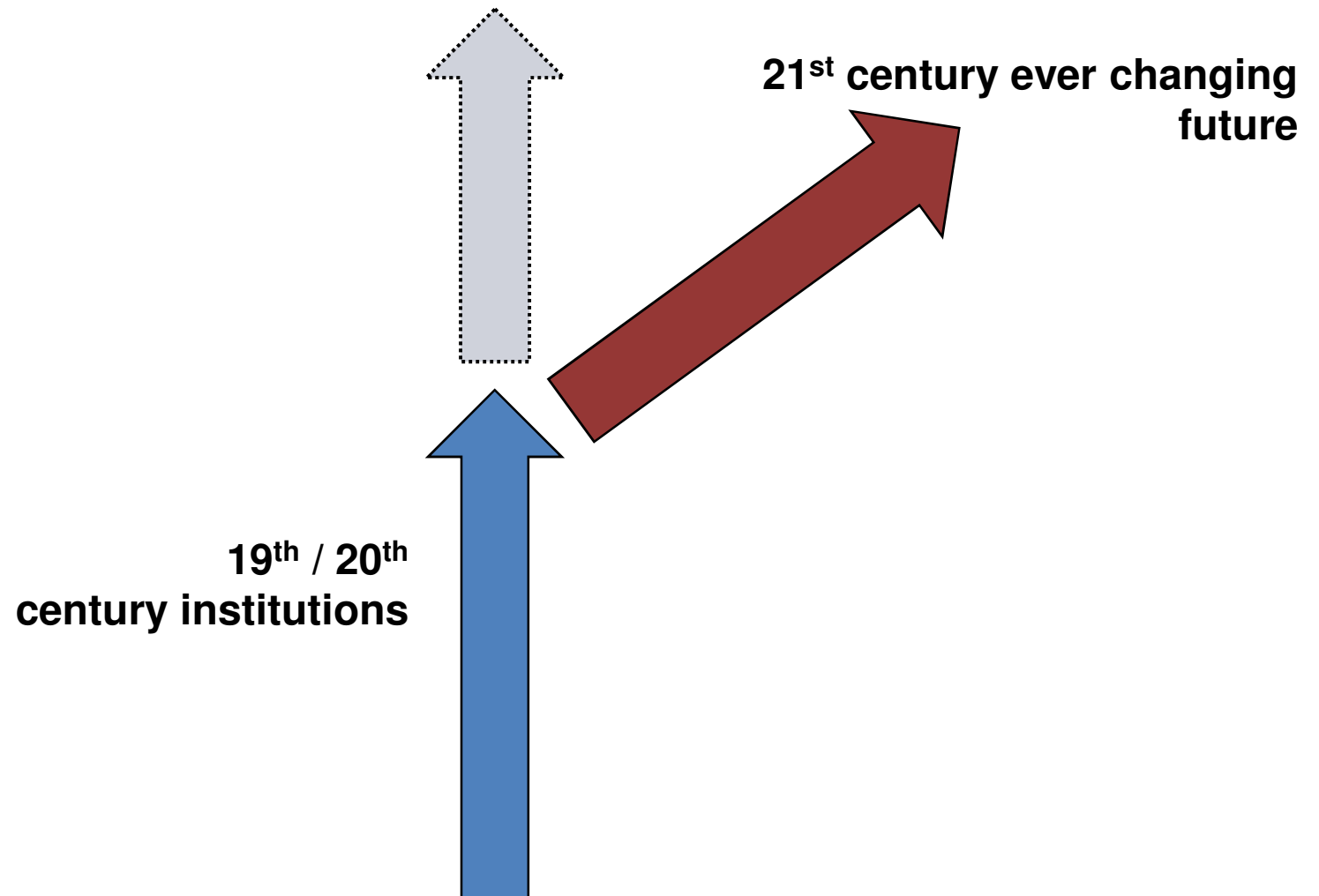
www.paulepstein.us

The Future

NEXT EXIT



a fork in the road





20th century education

- **Factory model of education**
- **Assembled k-12, if not more or fewer years**
- **Teacher as manager**
- **Interchangeable students**
- **Memorization as product/quality control**

The background is a dark blue field with a grid of small, light blue dots. Overlaid on this are several vertical columns of binary code (0s and 1s) in a light blue, monospace font. From the center, several bright blue light rays emanate outwards, creating a sense of depth and digital connectivity.

now...

Tomorrow always changes

We're really not all the same

Information grows exponentially

Communication is instant

— we are 24/7/365



the Erdkinder

The need that is so keenly felt for a reform of secondary school concerns not only an educational, but also a human and social problem. This can be summed up in one sentence: Schools as they are today, are adapted neither to the needs of adolescence nor to the times in which we live.

Montessori, M. (1909). *From childhood to adolescence*, pp. 185-186.



the Erdkinder

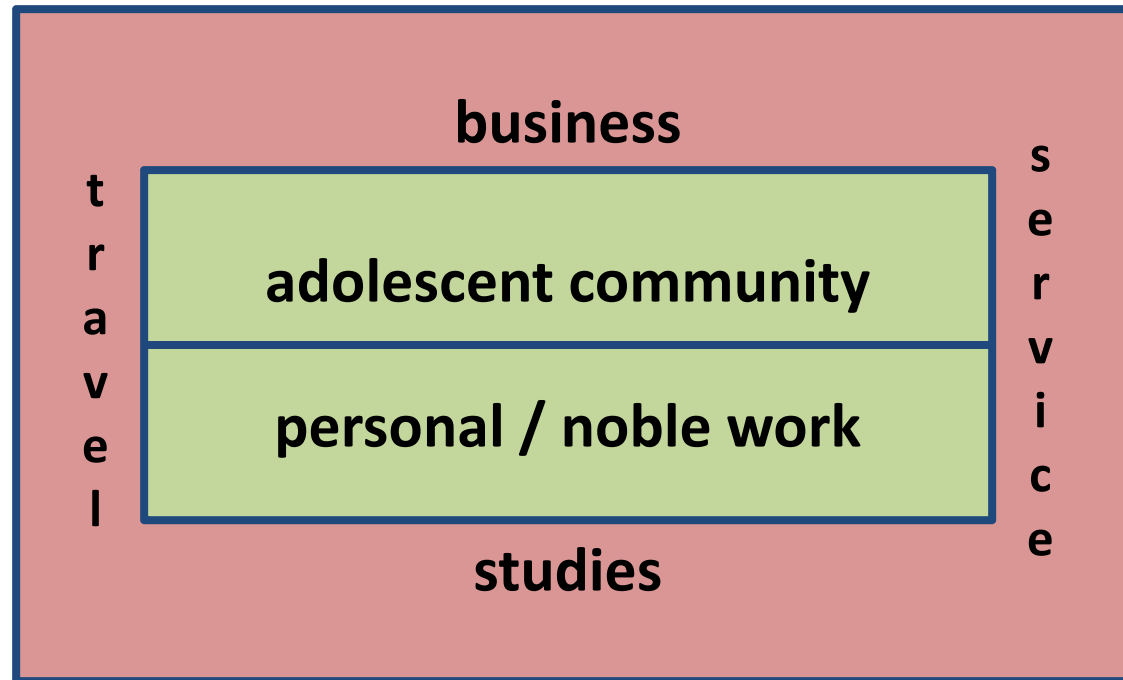
- Children of the earth; citizens of the world
- Valorization of the personality
 - discovering strength and worth through study and work
- Achieving economic independence
- Achieving interdependence – social contributions in the natural, social, and personal worlds

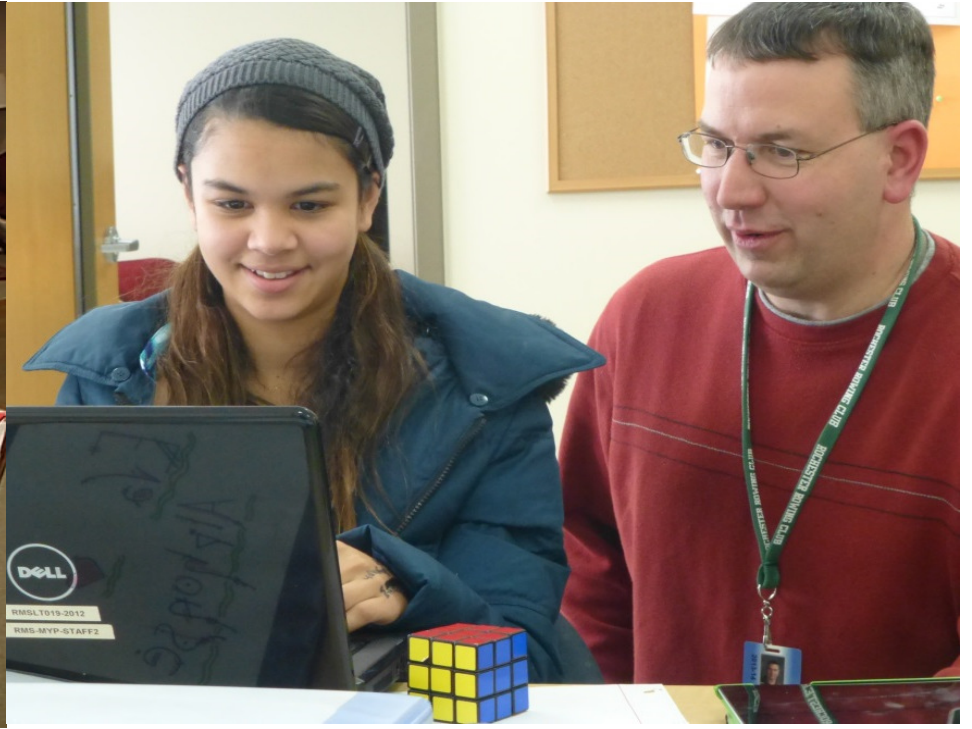


education today requires

- High-level cognitive skills – not memorization
- Identify problems, propose solutions, marshal resources, plan, and implement those solutions
- Think creatively
- Digital literacy
- Demonstrate leadership and teamwork skills
- Understand, accept, and include diversity

the Montessori secondary school





12-15: an age for social connections

The Adolescent

- Comprehensive development
- Argumentative, critical
- Prefers social engagements
- Hesitant, uncertain

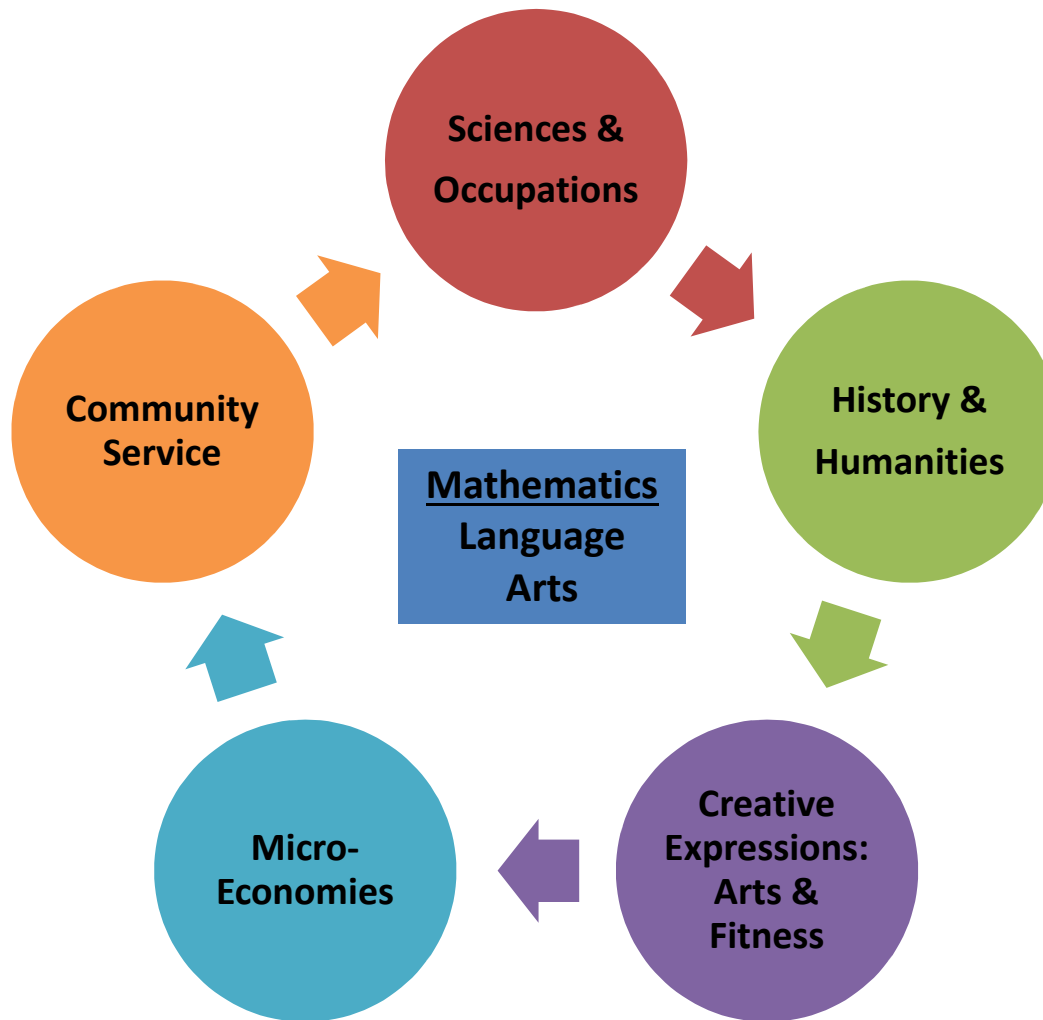
Academically restless

- Intense, short bursts of energy
- Focus can be difficult
- Benefits from organizational skills
- Challenged by new skills
- Challenged by higher thinking – explanation, analysis, justification



Stay off of their roller coaster.

academic studies





inquiry-based learning

- **Personally meaningful & socially contributive work**
- **Interdisciplinary, thematic studies**
- **Science, history, math, writer's workshops, literature, the arts, physical & health education, design, Spanish**

essential questions

Invite inquiry; are debatable and transcend culture and time.

Provide context.

Are asked numerous times.

- **What is social injustice?**
- **Should individuals have power?**
- **How can we apply understandings of past social injustices to affect positive social change?**

study guides

The Imaginary Planet!

Key Concepts

Adaptation; change

Culture

Representation

Essential Questions

How do we adapt to our environments?

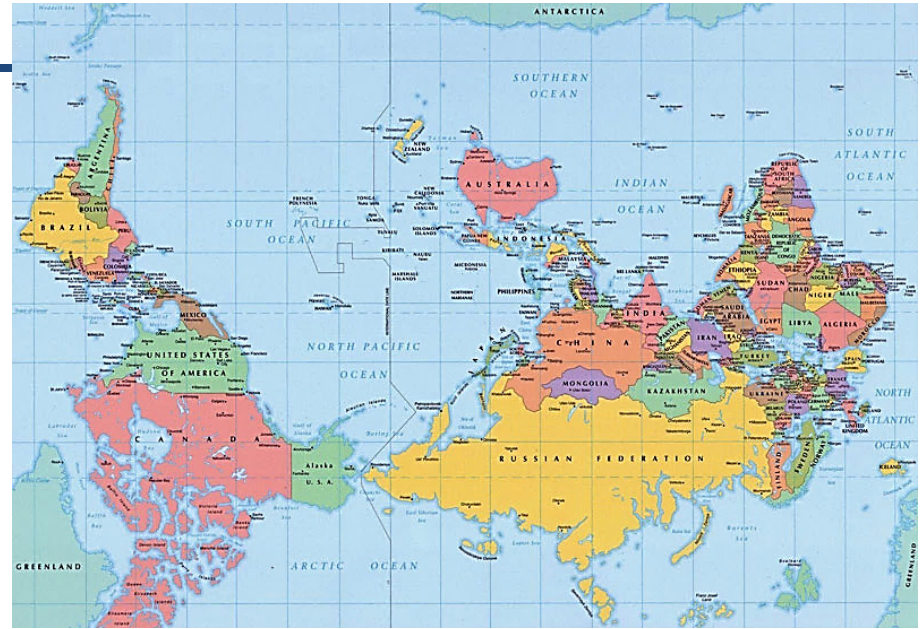
Do environments adapt us?

Do representations influence our perceptions?

What You Will Learn

How to construct a map using coordinates, scale

How individuals structure cultures



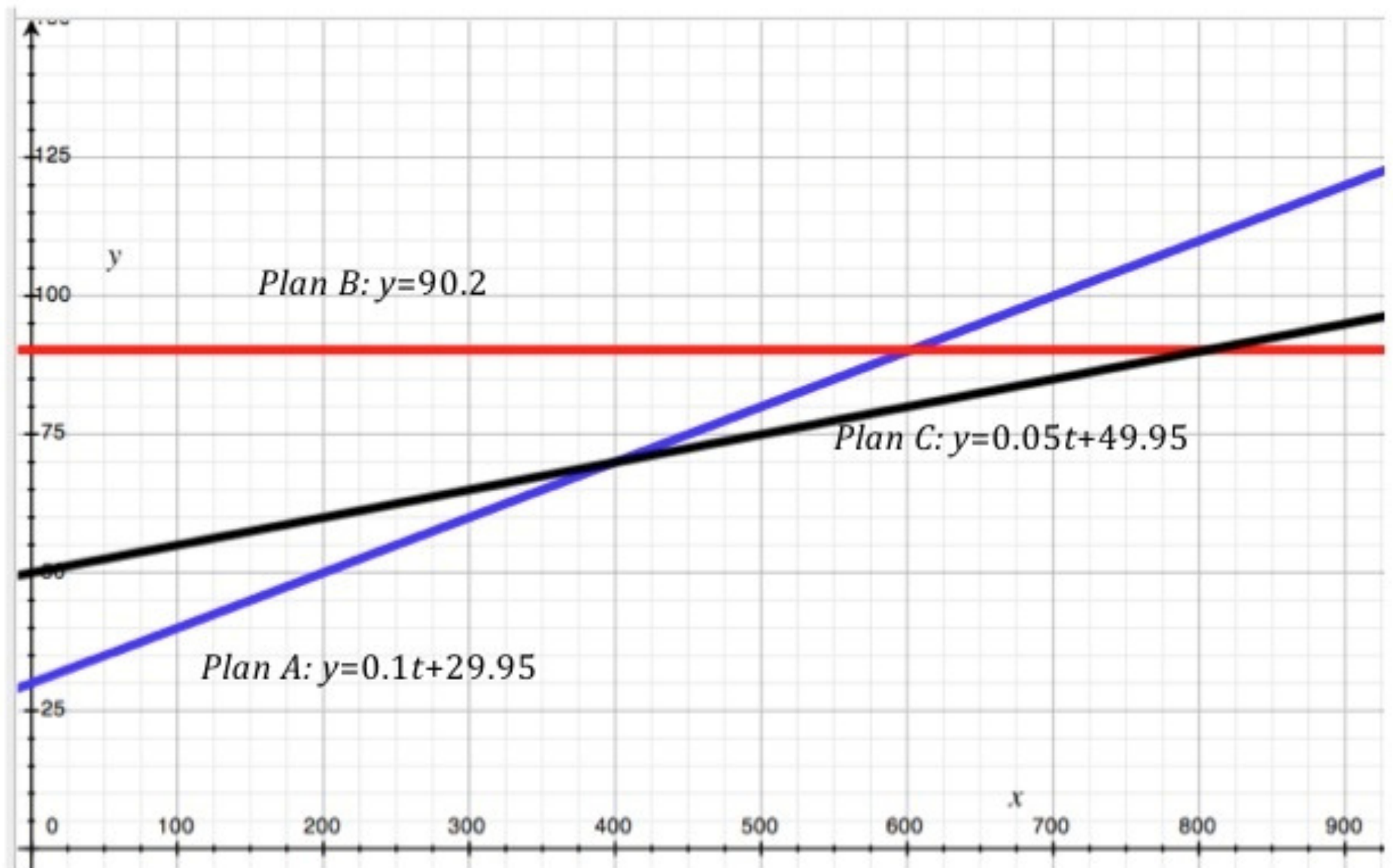
understand and apply

Using linear equations, visually display each cell phone plan and justify the advantages of each one.

Plan 1 – The basic plan is \$29.95 per month plus \$0.10 per text message.

Plan 2 – The basic plan is \$90.20 per month with unlimited text messaging.

Plan 3 – The basic plan is \$49.95 per month plus \$0.05 per text message.





intercession week

Business development, community service, and off-campus study

Recent intercessions:

Bike trips; fruit tree planting; cooking for RMS students; Maritime museum; Rochester Art Museum; veterinary surgery ; design and build green house and chicken coop; Minnesota science museum



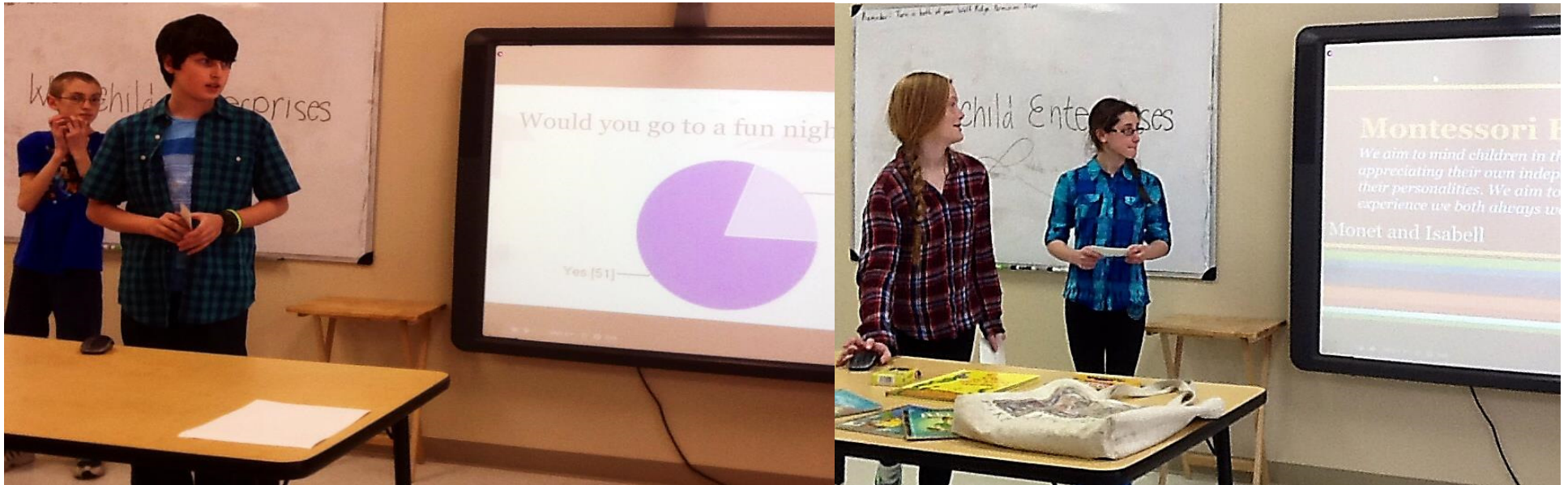
community service

- Contributing to make life better for others
- Learning about yourself and understanding “community.”
- Developing management skills, creative expression, teamwork, commitment, self-esteem and personal integrity.



micro-economies

15 Trees were selected that produce apples from early to late season. The varieties of apple trees we planted include the Zestar, Honeygold, Winecrisp, Hazen, Sweet Sixteen, State Fair, Snowsweet, Gravenstein, Frostbite, Haralred, and Honeycrisp.



the trip to Chicago

“Money, money, money!”

- RMS Fun Night, Tutoring Business, Baby-Sitting Business
- RMS Gear Business

Instead of an amusement park, Chicago.

- Spontaneously planned travel, lodging, food, itinerary, costs



intercession week

Middle School at work in Beaver Creek Valley State Park hiking, sketching, identifying trees and invertebrate species writing, testing water samples, canoeing, camping, cooking, and more.

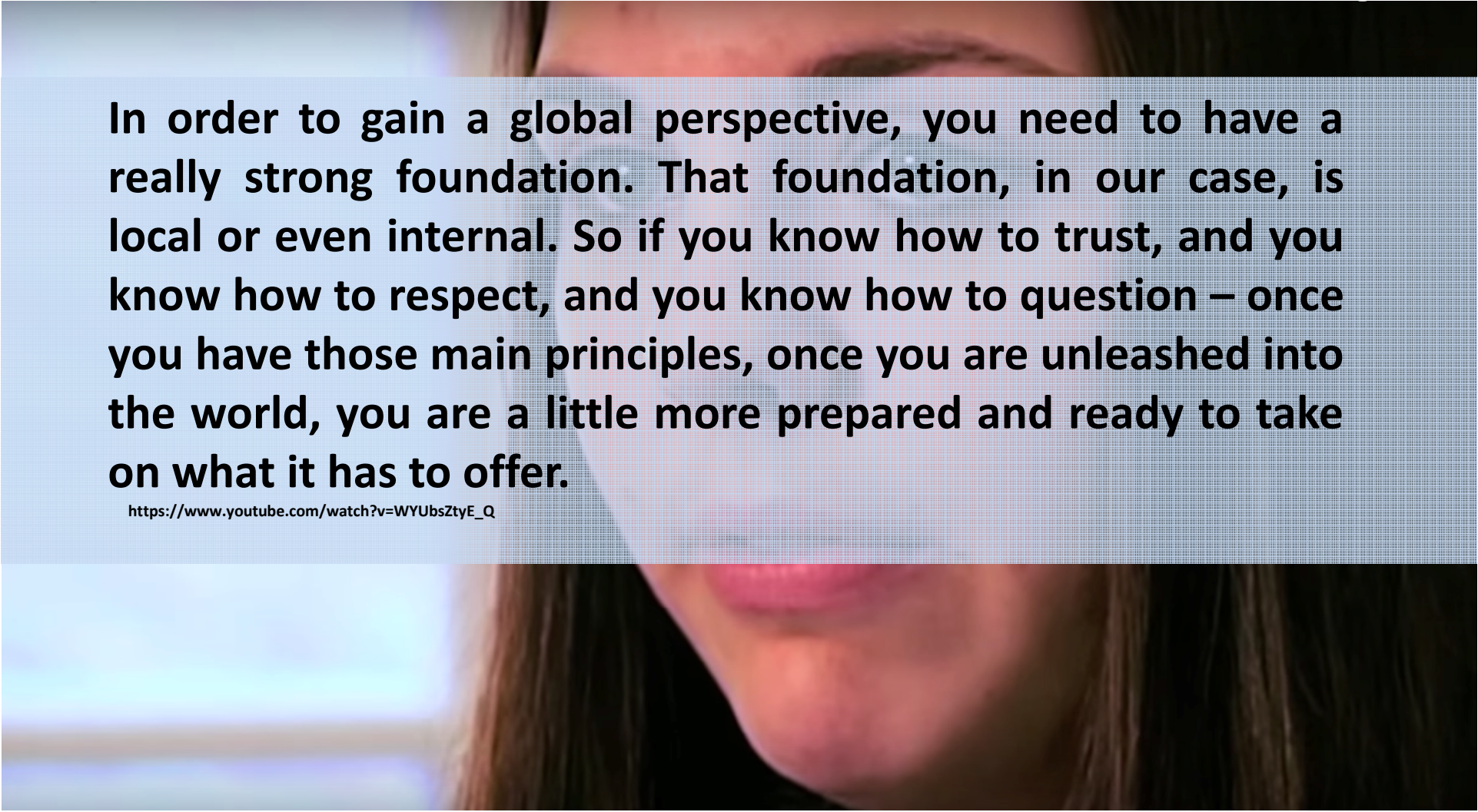
21st century thinking



testimonial

The absence of clear lessons on and direct experience with responsibility and freedom are most prominently displayed in group and individual behavior. Spending time in groups that lack this training, I can best describe as unpleasant, frustrating, difficult, and on occasion, an ordeal; while, participating in groups who have been taught and learned early the value and importance of personal responsibility and teamwork, are best described as rewarding, pleasant and enjoyable.

**Caughlin Butler, speech given to the International Montessori Council's Congress and Peace Academy, Summer 2003.
Printed in Post Oak News, 9/5/03.**



In order to gain a global perspective, you need to have a really strong foundation. That foundation, in our case, is local or even internal. So if you know how to trust, and you know how to respect, and you know how to question – once you have those main principles, once you are unleashed into the world, you are a little more prepared and ready to take on what it has to offer.

https://www.youtube.com/watch?v=WYUbsZtyE_Q

testimonial

I do think I benefited from the Montessori education which gives students a lot more freedom to do things at their own pace and to discover I do think some of the credit for the willingness to pursue your own interests - you can tie that back to a Montessori education.

- Sergey Brin, Founder, Google

