Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Kindergarten	**Writing**	**N/A**	**Concepts of Time—"First Timelines"**
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
4-6 wks	**September-October-October--*and throughout the year for ongoing class diary "ritual".***	✓ Experienced impressionistic story (first "Great Lesson") how the universe began ✓ Ability to sit in small group presentation without disturbing others ✓ Concept of the "unit" as specific quantity and/or measure (math connection—golden beads) ✓ Some understanding and experience reading and writing various common textual structures (explanatory/informational/persuasive) ✓ Previous lessons in the parts of composition—*6+1 Traits of Writing*	

Unit Description

Related Writing Areas:

- ✓ *6+1 Traits of Writing—specifically developing ideas into topics and logical sequence of details related to the topic*
- ✓ *Create personal timelines and narratives* ***(explanatory/informational text structure)***

From General to Specific

Remembering that 6-9 year old children are particularly receptive to adventurous impressions and are beginning to ask questions that involve "self examination", we begin our history program with the "grand story" (The Story of the Universe). We move from the whole to the parts. In this way we give them first a context into which they can ***direct their questions, focus their research, and organize their learning.*** Throughout the Montessori curriculum students are practicing the essential skills of "how to learn". Using models and structures that have been presented and practiced, they begin to construct their own time lines; begin to classify plants, animals, life; begin to compose & publish "mini researches" and compositions. The Kindergartener is at the beginning of this learning process, which means they are at the most concrete level for instruction and practice. Instruction for the time line structure begins with the introduction of time as a unit of measure, and how information can be organized within this structure. Time lines provide a concrete example of logical order and sequence of events. The first time lines are of the student—personal and connected to their everyday life and experiences. Expectations for student products that demonstrate mastery are differentiated at this level. Students may create their time lines by drawing, dictating, and/or writing.

The Teaching of History—*The time line structure (past-present-future) is used to organize and present themes of fundamental human needs and tendencies. Students study and compare people and cultures across all of human history as well as within specific periods or eras.*

The teaching of history involves "self examination". Montessori was interested in the question of the nature of human beings. Are we naturally aggressive? Peaceful? What makes a human being a human being? Montessori refers to the human as "the mighty wrestler—hero of creation". What is the source of human greatness? What is the nature of the hierarchy of the kingdom of animals? Is the human being the "supreme ruler", or is there

a delicate balancing act between all systems of life? Montessori spoke of humans as "creative agents". What might be the creative potential of the human, capable of reflecting on the earth, adapting and inventing our physical and psychic environment? What is the personal experience related to these questions? What is the evidence of special intelligence and wisdom? One of the guiding questions for the child is, "Where do I fit in?" Montessori viewed the universe "cosmically"—an ordered whole. Key questions for the child are, "Where do I place myself in time and space?" Do I play a role in the continuing story?" Do I feel kinship with and responsibility for the creations of humanity?"

Central or Organizing Theme of History—Fundamental Needs & Tendencies of Humans--*organizing themes and topics for writing and research.*
As we follow the development of human cultures, we examine each grouping for their means of satisfying certain fundamental needs. We look for the ways that they express certain basic human tendencies. These themes provide us with a consistent means for comparing and contrasting groups. This structure serves us in our studies of various contemporary groups as well as our researches into the evolution of humans through generations.

Etymology
At the elementary level, nomenclatures, like subject content, must be introduced within the cultural context of the group. Unlike the pre-school child who "absorbs" vocabulary, the elementary child is "sensitive" to the historical roots and significance of words.

The Montessori history curriculum uses methods which are presented and modeled to aid children in their construction of the concept of time and its graphic representations. ***Chronological and topical approaches*** are used to show the unfolding of the history of our planet and its inhabitants. ***Interdisciplinary studies*** are used to tie together zoological, botanical, geological, and cultural studies.

Representing time initially involves the exploration of graphic representations of time; experiences in recording events in our own lives as well as events through the history of the earth; and explorations of nomenclatures for the measurement and recording of time. The overall theme of this unit, *Concepts of Time*, is broken down into three sub-units (experiences and lessons): *First Timelines*, *First Calendars*, and *Personal Timelines*. This curricular sample will cover the first of these: *First Timelines*

Standards:	**Strand:** Writing **Cluster:** Text Types and Purposes ***Standard #2:*** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Summative Assessment	Although this lesson sample is focused primarily on learning the concept of time passing it does provide an excellent opportunity to incorporate writing instruction, modeling, and practice explanatory and/or informative texts. One of the outcomes of this unit is to create a "Classroom Diary" as a way to record factual personal and group classroom information and experiences. Students will use a combination of drawing, dictating and writing to compose and contribute several entries to the class diary throughout the year. Another student outcome specific to this writing standard is a composition ("mini research") relating to the *topic of time*. Compositions are selected and assessed

	using the writing rubric included below.
Scoring for Summative Assessment	

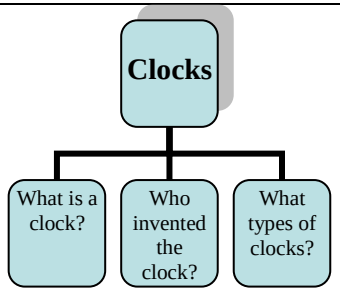
Writing Assessment Rubric SAMPLE

Student:		**Date:**	
Text Structure: Informative/Explanatory--*Personal Narrative*			
Standard: Uses a combination of writing, dictation, and drawing to compose text which includes some details related to the topic			
Criteria for Mastery: 5/6 points	**1 = Approaching—needs more practice**	**2 = Meets standard**	**3 = Exceeds standard**
TEXT CONTENT [ ] Written [ ] Dictated	Did not dictate or include writing or did not relate to the topic	More than one detail related to the text	May be more than two details May include topic with details
SENTENCE STRUCTURE	At least one sentence expresses a complete thought.	Dictated or attempted to write one- or two-word/details responses Dictated or attempted to write short phrases	More details in complete sentences or close to complete sentences. Sentences express complete thoughts, are varied in structure, and use additional describing words.
DRAWINGS	Did not include drawing or drawing difficult to decipher, or lacks quality and precision appropriate for age	Includes at least one drawing. Clearly illustrates text	Detailed drawing(s), very concise quality piece
			TOTAL POINTS
OBSERVATION NOTES:			

Materials/Resources Needed	✓ Long paper strips of various sizes with line…or long stick (walking stick)

	✓ Markers, or some marking tool ✓ Various units of measures

	Lesson 1: What do we know?	Lesson 2: Random Tally Marks	Lesson 3: What is Time?	Lesson 4: Tallying the Days	Lesson 5: "Unit" Measures of Time	Lesson 6: Diary of our Classroom
Instruction and Timeline	**Timeline:** 1 time period—20-30 minutes **Aims of Instruction:** ✓ Practice process writing skills—*brainstorming ideas* **Group Lesson:** How to "brainstorm" ideas, using 'time' as the main topic—Generate discussion from the students about what they know about the concept of time. Model & record what we know about time on ***group K-W-L chart*** (graphic organizer—what we know, what we want to learn, what we learned) and	**Timeline:** 1 time period—20-30 minutes **Aims of Instruction:** ✓ To notice and record cycles of time ✓ To give the idea of graphically represented time ✓ To demonstrate that the choice of a representative unit is arbitrary. This lesson is intended to reinforce the idea that it is not the size of the symbolic unit, but the quantity of units represented that measures the passage of time. No matter the size of the unit used the amount of time that we are	**Timeline:** 1 time period—20-30 minutes **Aims of Instruction:** ✓ To provide a demonstration and model of the process of generating an idea for a topic and composing/organizing details related to the topic **Group Lesson:** Using the K-W-L chart teacher demonstrates taking & using information gathered on the chart to compose a short informational text which includes the topic chosen and at least 3 details about the topic. ***Example of simple graphic organizer to demonstrate process below:***	**Timeline:** At least 5 days, if not longer **Aims of Instruction:** ✓ To create a game/ritual for marking off days ✓ To teach & model thinking strategies—"brainstorming" ✓ Model an organizational structure for information May want to invent a story to illustrate the need to mark the passage of time. For example: *"Let's pretend that we have been shipwrecked…we have washed ashore on an island, waiting, waiting for someone to come along. We might count the days. We want to keep track*	**Timeline:** 20-30 minute lesson with 5-7 day activity and follow-up **Aims of Instruction:** ✓ To establish a consistent "unit" of measure for time ✓ To begin to think of time as a way of organizing our experiences and activities. After randomly marking tally marks for some period of time, introduce the use of consistent units of length. Suggest the problem that *random distance* between tally marks could mean the passage of different amounts of time. When you introduce the measure, emphasize the importance of	**Timeline:** Introduction 20-30 minutes; diary to extend throughout whole school year w/daily entries. **Aim of Instruction:** ✓ To create a classroom history in the form of a timeline The process here is essentially the same as the previous lessons. However at this point the time line and the units must be larger to ensure space for each child to record a few words about each day when

	add to the chart throughout duration of unit.	representing is always the same. This helps construct a concept of time—*that humans measure the "space of time" with consistent units.* Start the lesson by asking students how they know when they got up this morning. Lead into ***discussion about natural cycles of time, days, months, seasons, etc.*** Have students imagine together how early humans must have noticed the repetitive cycles. ***(focus on developing ideas and thinking aloud—forming questions)*** SAMPLE TEACHER DIALOGUE *"What must it have been like for the very first humans?*	 Generated by group input and recorded by the teacher. Sample of group generated composition: *"Clocks are used to measure time in units of seconds, minutes, and hours. They help us keep track of our schedules and important events. Clocks have been around since…"* Students invited to draw pictures to illustrate the group composition.	*of how many days we spend here, waiting. What is our cycle? Morning to morning? Dark to dark? Sun-over-head to sun-over-head?* **[group agrees on cycle]** *Each time that we complete one of those cycles, we want to make a mark: on this "tree"*, let's also write something that happens during this "cycle", or day. **[hang a paper strip horizontally in the classroom to be viewed over several days/weeks]** *…or on the wall of this cave…* **[put a long strip of paper on the wall to represent the cave wall]** *Let's choose an*	keeping measure consistent. For example: *"We've been marking this line of time for some time now. I notice that the space between the marks is not always the same. Maybe the days were different lengths. Which was longer, yesterday or today? Will tomorrow be longer or shorter than today? Are all the cycles the same length? Are all days the same? Since the cycle of time is always the same, let's make the space between our tally marks the same. How long would you like to make the unit? It doesn't matter what is used, this special stone, a smooth stick…as long as once we start*	the tally mark is drawn. Each day the diary entry is posted on the wall as that day's tally mark.

		They must have come to notice natural cycles: short ones, like "light then dark, then light, then dark again"; longer cycles, like the waxing and waning of the circle of light in the night sky (can use phases of the moon chart here); and even longer ones, like "hot then cold then hot again". They may have started to count the small cycles that are contained in the longer ones: How many dark-light cycles are there in a warm-cold cycle…" Allow and encourage active discussion and engagement with the topic. Keep the session short—maximum 20 minutes		*official time recorder for today…"* Continue to ritualistically tally the passage of days. Students alternate as the recorder of time. Once each member of the group has been the recorder, or at least 5 days have been recorded, bring the group together and bring the tallying exercise out of the world of the imaginary (shipwreck) and into the reality of the classroom. Brainstorm and discuss the cycles in the school day routine: Lunch to lunch…arrival in the morning to the next arrival in the morning…etc.	*using it we don't change to another measure. We must keep the length the same, because they always stand for one day."* Choose some tool for measuring the unit length which represents the passage of one day. Begin the tallying procedure once again, using the special measure. Complete a minimum of 5-7 days before the next lesson.	

				Group agrees on a cycle of time and begins recording these cycles on a strip of paper as before. [**students' take turns drawing, dictating, writing events to post on the strip—make a copy prior to posting to use for follow up activity later]**		

	Lessons 1-3	**Lesson 4 (after)**	**Lessons 3-5**	**Lesson 6 (after)**
Student Activities and Timeline	**Individual:** Gathering details/collecting facts about the concept of time--Browse class library & environment for books and other resources about time—clocks, calendars, etc. Collect at least 3 facts about the topic to be used for later lesson/activity.	**Group**: Once 7-10 agreed upon "time cycles" have passed, have the group come together to put the events in ***sequential order & model composing a paragraph about our period of time together***. (It is likely that students pasted their event anywhere on the chart paper which can aid in understanding the importance of order **Individual:** Choose a part of the day, or the whole day and using drawings, words, and/or sentences make a time line of	**Daily with Group:** Introduce a paper unit of measure to represent each day of the week. We will use this unit of measure to create our Classroom Diary. Group brainstorms ***questions or types of details*** that may be included as a diary entry—teacher records on butcher paper. Teacher demonstrates the graphic structure that will be used for composing daily diary entries. These are made available on the shelf for students to use as the template for composing the diary entry	**Individual:** Students begin keeping their own diary/journal in the classroom. Passages may be selected and assessed using the writing rubric included in the summative assessment for this writing objective/standard.

		your day and record/paste in your notebook. Examples: Q--What time did you wake up? Q--What time did you arrive at school?	when it's their turn. **Individual:** Using the facts gathered in first activity, draw, write, and/or dictate a composition about your topic. This composition may be selected and assessed using the writing rubric included in the summative assessment for the required writing objective.	