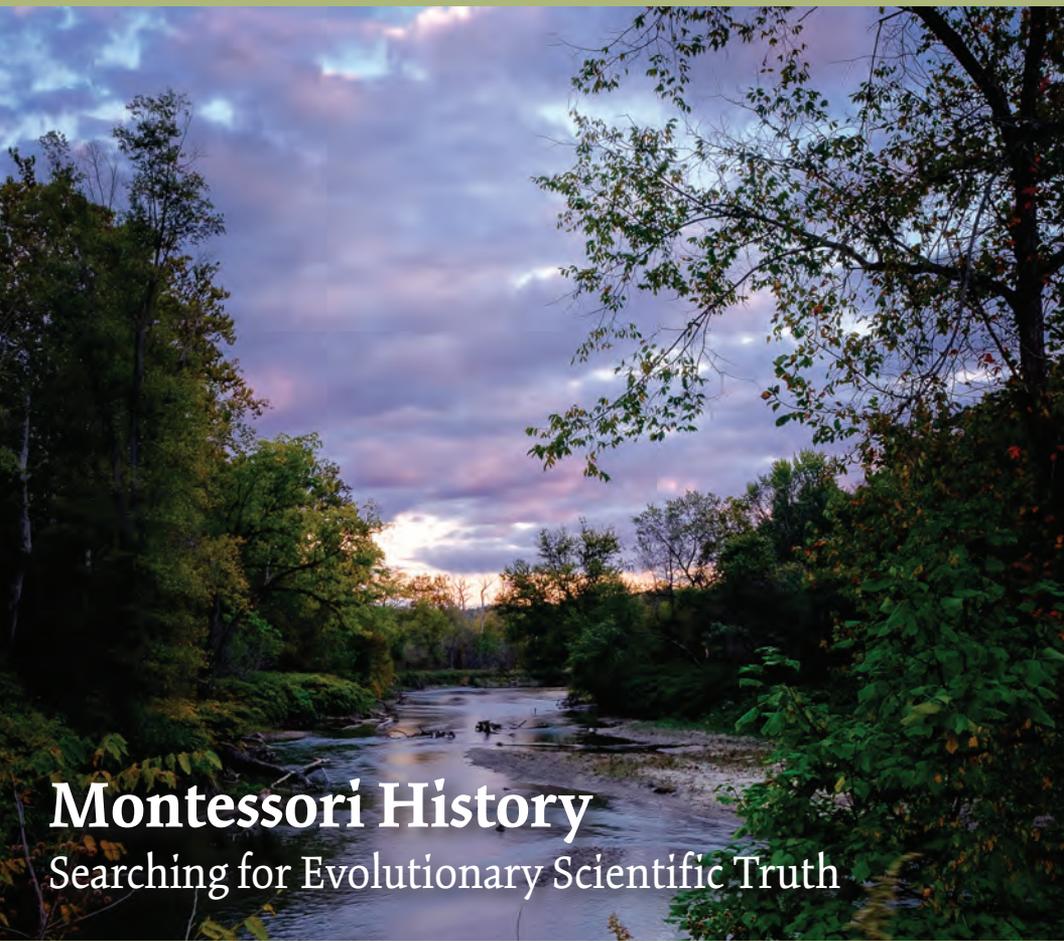




A NAMTA Conference

April 20-22, 2018

At the Cleveland Museum of Natural History
1 Wade Oval Dr. Cleveland, OH 44016



Montessori History

Searching for Evolutionary Scientific Truth

David Kahn personally orchestrates a stellar lineup of celebrated Montessori trainers and lecturers who will discuss history, anthropology, Cosmic Education, the weave of history and ecology, the scientific roots of math, Montessori legacy, and more. Renowned contemporary scientists will present the full human influence on the Earth from evolutionary biology and technology to modern threats, such as climate change and nuclear war, and how the principles of sustainability, working for peace, human dignity, and democracy are conceived in a modern interpretation of Cosmic Education called Big History. This conference delivers compelling teaching materials spanning everything from contextualized historical thought to Montessori's psychological rendering of all disciplines through history's lens.

Montessori History: Searching for Evolutionary Scientific Truth

FRIDAY, APRIL 20, 2018

8:00–9:00 a.m.

Registration and Coffee

9:00–10:15 a.m.

Keynote

Interdependencies Are the Keys to the Laws of Nature and Civilization, Seen from an Integrated Montessori History Framework

Baiba Krumins Grazzini

The interconnected dynamic of human history follows a journey from infancy to adulthood. Krumins Grazzini will build an elementary historical structure for human solidarity and collaboration including the evolution of life on Earth, economics, adolescent adaptation to adult society, deep ecology, and the human contribution to peace on Earth. Keys are designed for organizing independent exploration.

10:15–10:45 a.m.

Break

10:45 a.m.–Noon

Keynote

Maria Montessori's Cosmic Stories and Contemporary Science

Gerard Leonard

The foundational concepts in Cosmic Education will be explored in this keynote. These concepts will be looked at in the light of the science of biogeochemistry and the emerging systems view of life. Cosmic Education fosters deep ecological literacy and broad awareness of the natural history of life on Earth. These understandings are now more important than at any previous time in human history.

Noon–1:30 p.m.

Lunch

BREAKOUT SESSIONS (Choose One)

1:30-4:30 (2:45–3:15 Break)

A. The History of Folk and Classical Music: Mirrors of Culture, Music History for the Primary

Sanford Jones

Both folk and classical genres are reflections of their cultures. Folk songs reflect the oral life of the people, and as cultures developed into civilizations these songs were embellished by simple instrumental accompaniment. Classical music evolved as



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education became more formalized. The Montessori bells and tone bars illustrate this development. This participatory workshop includes listening and singing with instruments. You will leave with core activities to use with the children including movement activities, composers, geography, and timelines. A specific outline to implement these lessons in the classroom will be included in a handout.

B. Math History and the Machine

Mike Waski

Jonathan David Farley wrote, “You do not study mathematics because it helps you build a bridge. You study mathematics because it is the poetry of the universe. Its beauty transcends mere things.” While this is indeed true, if we examine history from Archimedes to Galileo, from da Vinci to Turing, mathematics, science, and invention have been inexorably linked. The story of mathematics is one of constant discovery, and its applications are a testament to human ingenuity. This talk will be a celebration of the human mind and spirit through the telling of some of the great (as well as some of the lesser known) stories that have shaped our civilization into what it is today.

C. Using the City as a Resource for Learning History and Civic Action

Louise Chawla

The city is a living museum and history in the making as each new generation reshapes the city according to its needs and aspirations. This interactive workshop shows how to use the city as a resource for students’ exploration of the layers of history that formed the places that they find today, and for their participation in contemporary discussions, visioning, and decision-making. It presents models for building sustained partnerships between schools, city agencies, cultural institutions, and community organizations to support students’ engagement in urban issues. The city can present a variety of methods for bringing history and contemporary city planning to life in the classroom and on expeditions as students discover the disciplines of history, science, social studies, and the arts.

D. The Importance of Legacy: Montessori History

Gerard Leonard and Meher van Groenou

Gerard Leonard, Montessori historian and elementary trainer, will tell poignant stories about Maria Montessori’s colorful history during the early part of her career. Gerard’s friendship with Margot Waltuch and Elise Braun Barnett, close collaborators of Maria Montessori, gives life to the innovative moments that lend perspective and contrast to the challenges of practice today.

Meher van Groenou came in contact with many people who knew Maria and Mario Montessori during their India internment in 1939. Curious as to how people came to know the Montessori family personally during this time, she began (*continues*)

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(Breakout Session D continued)

her research that spread over several years. Through photos and recordings, Meher collected their anecdotal recall of their impressions of these two iconic figures, Maria and Mario Montessori. This presentation provides context to the personal and philosophical influences that molded the Montessoris' thinking and method during this time in India.

6:00-8:30 pm

AMI/NAMTA Legacy Banquet

SATURDAY, APRIL 21, 2018

8:00–9:00 a.m.

Registration and Coffee

9:00–10:15 a.m.

Keynote

Of Natural Science, Woman's History, and Montessori's Theory of Knowledge

Kathleen Allen

To make Montessori history definitive and actionable in today's society we must focus on the crucial values and structures that were most important to Maria Montessori's social and educational mission. Kathleen Allen shares the Montessori philosophy that carries history into the classroom with the practicalities of supporting the growth of knowledge in all of its historical and social aspects.

10:15-10:45 a.m.

Break



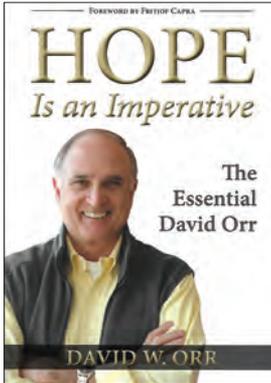
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10:45–Noon

Keynote

Maria Montessori and Erika Mann: Education for Citizenship

David Orr



We know that the perils of rapid climate change and nuclear war threaten civilization. Sooner or later they will manifest unless the voices of the people—an informed and alert citizenry—are heard. We are here to work for peace between peoples, factions, religions, ideologies, nations, and among humankind and the web of life. We are here to enlarge the boundaries of democracy and to embrace issues about the fate of the Earth that we share with future generations. We are here in particular because the mandate of our history, our heritage, and our commitment to human dignity calls on us to join the effort to preserve and extend democracy and take on the responsibilities that go with that privilege. We are here, in short, to affirm the great truth that out

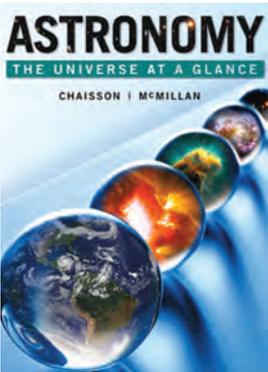
of differences we are one people. We are here to reaffirm our highest values and the original intentions of the founding generation. We are here to begin work to repair and strengthen democratic institutions, procedures, and “habits of heart.” This is our great work—the work of patriots in the highest sense.

Noon–1:30 p.m.

Lunch

BREAKOUT SESSIONS (Choose One)

1:30-4:30 (2:45–3:15 Break)



E. Big History: Cosmos, Earth, Life, and Humanity

Lucy B. Laffitte and Eric Chaisson

Big History is the whole of history in one unfolding story. It brings cosmology, astronomy, planetary science, climatology, paleontology, evolutionary biology, ecology, anthropology, archaeology, history, science, and technology into a cohesive map of time that tells us how we got here, where are we now, and hints at where we are going. It is the ultimate multi-disciplinary approach. It seeks to be transdisciplinary, unfolding the whole cloth of space and time into the present moment. Scholars in the emerging field come from astrophysics, geology, anthropology, political science, and history. (*continues*)

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(Breakout Session E continued)

Practitioners in the field include scholars, professors, theologians, entrepreneurs, and teachers in lower elementary, upper elementary, adolescent, and high school settings. Big History is a modern version of Cosmic Education, an example of convergent evolution on the idea that Maria Montessori was prescient enough to put down on paper in the 1940s. This presentation will introduce you to the writings of the founding scholars and illustrate the resources that are available to teachers worldwide. You will have an opportunity to reflect on how big bang cosmology, stellar evolution, plate tectonics, evo-devo, microbiomes, and artificial intelligence are both tweaking and bolstering the narrative of increasing complexity over time. The pedagogy of nesting the sciences will be demonstrated. Eric Chaisson will describe his empirical idea to unify complexity science utilizing the technical concept of energy rate density, which is the foundation of the Big History synthesis.

F. Becoming and Belonging: The Role of Geography and History in the First Plane of Development

Gretchen Hall

Montessori education supports the child in the process of adapting to their culture. The process of “belonging” to both a place and time is supported within the context of the universe. Montessori’s vision for education was to create global citizens who are aware of the fundamental needs that connect them to all mankind while appreciating the diversity of how these needs are met. Montessori’s approach to geography and to history is not based on specific facts or skills but offers the child the opportunity to create a personal relationship with the universe. In this workshop, we will explore how we lay the foundation for Cosmic Education in the first plane of development.

G. Digital Humanities: A New Hook for the Study of History and the Calculating Adolescent Brain

Tina Booth

Digital humanities allows adolescent practitioners to implement approaches to history that provide data-based creative thinking for research. This presentation will include an explanation of how and why digital humanities is developmentally appropriate for the adolescent mind and will include examples of successful projects and suggestions for how to think about creating digital humanities projects. It will also tackle some common pitfalls for digital humanities projects and misconceptions about the role and implementation of technology in a Montessori prepared environment.

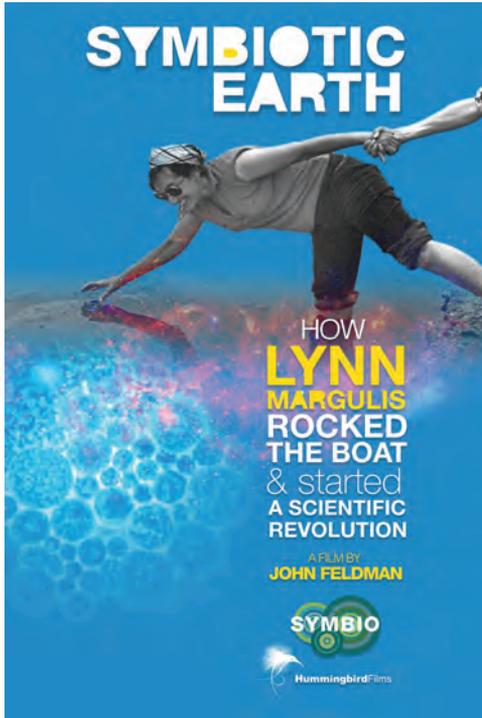
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6:00 – 8:30 p.m.

Symbiotic Earth:

How Lynn Margulis Rocked the Boat and Started a Scientific Revolution

Film Screening



Symbiotic Earth: How Lynn Margulis Rocked the Boat and Started a Scientific Revolution is a feature length documentary that presents a portrait of the great scientist and teacher Lynn Margulis who was at the helm of a significant paradigm shift in biology that affects how we look at ourselves, evolution, and planet Earth. Lynn Margulis traveled extensively, networking with collaborators in the sciences and humanities on ideas that stress the importance of symbiosis among all living things from bacteria to Gaia. This film will premier worldwide in March and comes to Cleveland in April. Please join us in a memorable event in honor of Lynn Margulis and her symbiotic worldview.

SUNDAY, APRIL 22, 2018

8:00–9:00 a.m.

Coffee

9:00–10:30 a.m.

Forming the Montessori History Legacy for the Future

David Kahn, Baiba Krumins Grazzini, Gerard Leonard

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Montessori History: Searching for Evolutionary Scientific Truth

SPEAKERS

KATHLEEN ALLEN



Kathleen Allen, now retired from teaching, taught in Montessori elementary classrooms for more than 40 years. She has an AMI elementary diploma and holds a BA in English literature, an MA in history, and is currently pursuing a PhD in the humanities at Union Institute & University in Cincinnati (OH). She worked closely with Dr. John Wyatt on revisions and the implementation of The Keepers of Alexandria program in elementary classrooms and has been a key implementer of this program for two decades.

TINA BOOTH



Tina Booth is currently a humanities and ethics teacher and associate pedagogical director at the Montessori High School at University Circle in Cleveland. She holds the AMI elementary diploma from Bergamo, a BA in archaeological studies from Boston University, and an MA in anthropology from Northern Arizona University.

ERIC CHAISSON



Eric Chaisson is an American astrophysicist best known for his research, teaching, and writing on the interdisciplinary science of cosmic evolution. He is also noted for his telescopic observations of interstellar clouds and emission nebulae of the Milky Way Galaxy, his empirical attempt to unify complexity science utilizing the technical concept of energy rate density, and his global leadership in improving science education nationally and internationally. He conducts research at the Harvard-Smithsonian Center for Astrophysics and teaches natural science at Harvard University.

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LOUISE CHAWLA



Louise Chawla is professor emerita in the Program of Environmental Design at the University of Colorado Boulder. She remains active in the Center for Community Engagement, Design and Research that she helped establish within the design program. She serves on the executive committee of Growing Up Boulder, a partnership between the university, local school district, and city agencies to involve children and youth in urban planning and design. From 1996

to 2006, she coordinated the international Growing Up in Cities program for UNESCO, which served as the model for Growing Up Boulder. A book that she co-authored with colleagues, *Designing Sustainable Communities with Young People: A Practical Manual*, will be released by New Village Press in the fall of 2018.

MEHER VAN GROENOU



Meher van Groenou is the program director at the Montessori Institute of Advanced Studies (CA). She holds an MA in Montessori Education from St. Mary's College (CA), an MSW from University of Michigan, and a Montessori early childhood credential. She has been an AMS teacher since 1981 and teacher-trainer since 1986 in the US, Asia, Europe, and India. In addition to being a mentor, researcher, author, and AMS workshop presenter, she is the founder and director

of the Montessori Institute for Advanced Studies and the Montessori School at Five Canyons (CA).

GRETCHEN HALL



Gretchen Hall serves as the director of training at the Montessori Training Center of Northeast (MTCNE). She holds a BS in electrical engineering from Michigan State University and an M.Ed from Loyola University, Maryland. Gretchen received her AMI primary diploma from Washington Montessori Institute. She has over 20 years of experience in teaching and administration and has presented a numerous national and international conferences. Currently,

Gretchen also serves as an AMI examiner, an AMI/USA consultant, and is president of the AMI/USA Board of Directors.

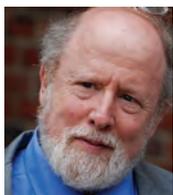
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SANFORD JONES



Sanford Jones has been the national leader of music education in Montessori schools for most of his life. He trained in Washington DC and Bergamo, served as executive director of the AMI/USA and as founding president of the North American Montessori Teachers' Association, and founded four Montessori schools on the East Coast. Sanford has composed children's operas and songbooks and with his wife, Judith, has guided the performance of these operas throughout the US and in Japan, Switzerland, the Bahamas, and other countries.

DAVID KAHN



David Kahn has been executive director of the North American Montessori Teachers' Association for over 40 years. Kahn was founding program director of the Hershey Montessori School's Adolescent Community in Huntsburg (OH) and is founding executive director emeritus of the Montessori High School at University Circle in Cleveland. During his history in Cleveland, he also played a significant role in the genesis of Ruffing Montessori School's elementary and adolescent programs and Stonebrook Montessori while continually serving as a formative leader in establishing authentic Montessori programs throughout the United States. He is now working on the leadership committee for an adolescent study initiative under the auspices of Great Work Incorporated (CO), AMI, and NAMTA.

BAIBA KRUMINS GRAZZINI



Baiba Krumins Grazzini is director of training at the International Centre for Montessori Studies Foundation in Bergamo, Italy. She has been involved with Bergamo's AMI elementary training course since 1975, became an AMI elementary trainer in 1986, and joined Camillo Grazzini as co-director in 1992. Baiba Krumins Grazzini holds both a bachelor's and a master's degree in economics from the University of London (London School of Economics and Political Science) as well as the AMI 3-6 diploma (London) and the AMI 6-12 diploma (Bergamo). As the late Camillo Grazzini's closest collaborator, Baiba Krumins Grazzini co-researched, and sometimes co-authored, papers and projects on many aspects of Montessori elementary work;

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she has continued to publish in her own name. She became a member of the AMI Pedagogical Committee in 2004 and served until 2013, by which time it was the AMI Scientific Pedagogy Group. Today she is a leading Montessori expert on Montessori elementary education as she continues the Bergamo research and elementary courses of study and implementation.

LUCY B. LAFFITTE



Lucy B. Laffitte teaches science in context from the big bang to the future. She has written a newspaper column, founded an award-winning environmental radio program, created certificate programs, and developed digital learning objects for public television. She has a bachelor's degree in natural science from the University of Oregon, a master's in adult education/instructional design, and a doctorate in environmental resource management from North Carolina State

University. She has been an educator at the Oregon Museum of Natural History, Tall Timbers Research Station, North Carolina Museum of Natural Science, Salt River Project, New England Wildflower Society, Rachel Carson Institute, the Nicholas School of the Environment, the Forest History Society, KQED, and UNC-TV. She currently teaches Big History at North Carolina State University and North Carolina School of Science and Math and serves on the board of directors for the International Big History Association.

GERARD LEONARD



Gerard Leonard is an AMI trainer. He currently trains elementary teachers at the Montessori Training Center Northeast in Hartford (CT). He taught for over 30 years in primary, elementary, and adolescent Montessori programs. He has consulted for elementary Montessori programs both in the USA and Mexico. He has given keynote addresses and workshops for the NAMTA, AMI-USA, the Maria Montessori Institute, London, UK, and Montessori Aotearoa New

Zealand (MANZ). He was a co-developer with David Kahn of the "Guided by Nature" Exhibit seen at the 2013 International Montessori Congress in Portland, Oregon, and of the NAMTA Centenary Exhibit, a Montessori Journey:1907- 2007.

Montessori History: Searching for Evolutionary Scientific Truth

DAVID W. ORR



David W. Orr is the Paul Sears Distinguished Professor of Environmental Studies and Politics Emeritus and senior advisor to the president of Oberlin College. He is a founding editor of the journal *Solutions* and the founder of the Oberlin Project. The Oberlin Project was formed out of David Orr's vision of full-spectrum sustainability: an all-encompassing joint venture by the town and college to create a thriving, sustainable, and environmentally friendly community in Oberlin, OH. Orr is the author of eight books, including *Dangerous Years: Climate Change, the Long Emergency, and the Way Forward* (Yale, 2016) and *Down to the Wire: Confronting Climate Collapse* (Oxford, 2009) and coeditor of three others. He has authored over 200 articles, reviews, book chapters, and professional publications. He has been awarded eight honorary degrees and a dozen other awards including a Lyndhurst Prize, a National Achievement Award from the National Wildlife Federation, and a Visionary Leadership Award from Second Nature. His career as a scholar, teacher, writer, speaker, and entrepreneur spans fields as diverse as environment and politics, environmental education, campus greening, green building, ecological design, and climate change. While at Oberlin, he spearheaded the effort to design, fund, and build the Adam Joseph Lewis Center, which was named by an AIA panel in 2010 as "the most important green building of the past 30 years," and as "one of 30 milestone buildings of the twentieth century" by the US Department of Energy.

MICHAEL WASKI



Michael Waski is a math teacher at Montessori High School at University Circle in Cleveland. He holds the AMI elementary diploma from Bergamo, Italy, a BS from Kent State University (OH), and an MA in educational administration from California State University, San Bernardino. Michael has been teaching for 22 years, 18 of which have been at the adolescent level. In addition, Mike is a member of the visiting faculty on The AMI/NAMTA Montessori Orientation to Adolescent Studies course as well as a frequent NAMTA presenter. Mike is also the author of *Montessori Algebra for the Adolescent*, the holy grail of advanced Montessori math for the adolescent.

A NAMTA Conference in Cleveland, Ohio

EVENT LOCATION



Cleveland Museum of Natural History

1 Wade Oval, University Circle
Cleveland, Ohio 44106

ACCOMMODATIONS

DoubleTree by Hilton Tudor Arms Hotel

10660 Carnegie Avenue
Cleveland, OH 44106, USA

Guests can book by calling central reservations at 800-445-8667 or by calling the hotel directly at 216-455-1260 and asking for a room under the NAMTA 2018 block.

Lodging Available at DoubleTree Tudor Arms • 1-216-455-1260

Cleveland 2018 REGISTRATION



- NAMTA member tuition fee: \$405 (\$440 after April 6, 2018)
Non-member tuition fee: \$470 (\$505 after April 6, 2018)
Onsite registration fee: \$555

Registration fee includes: Friday and Saturday lunches and coffee breaks, and Friday evening banquet. Choose one: Non-Vegetarian Vegetarian

- Yes, I plan on attending the Friday banquet.
 Yes, I plan on attending the Saturday film screening.

Friday Breakouts (choose one):

- A** The History of Folk and Classical Music: Mirrors of Culture, Music History for the Primary
- B** Math History and the Machine
- C** Using the City as a Resource for Learning History and Civic Action
- D** The Importance of Legacy: Montessori History

Saturday Breakouts (choose one):

- E** Big History: Cosmos, Earth, Life, and Humanity
- F** Becoming and Belonging: The Role of Geography and History in the First Plane of Development
- G** Digital Humanities: A New Hook for the Study of History and the Calculating Adolescent Brain

If you must cancel your registration, please notify us as soon as possible. A 10% processing fee will be deducted from the refund. Cancellations made after April 18, 2018 will also have meal costs deducted.

Name: _____

Phone : _____ Email: _____

Address: _____

City: _____ State/Province: _____ Postal Code: _____

Country: _____ Name of Your School: _____

Payment options:

Check or money order enclosed
Must be payable in U.S. currency and drawn on a U.S. bank.

Visa MasterCard Am Ex Discover
Please indicate credit card type and fill out the information below.

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Expiration Date: _____ 3- or 4-digit Authorization Code: _____
(month/year) (found on front of AmEx, back of other cards)

Address: _____
Street Address where credit card bills are sent.

City: _____ State/Province: _____

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N · A · M · T · A

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Make your hotel reservations by **March 30, 2018**
to receive the NAMTA conference rate!

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