



Module 1
Introduction to Montessori



Montessori Training Program

Contents

Welcome to Montessori Pakistan (MP)'s internationally recognized **Preschool Montessori Teacher Training Program**, which has been designed for training teachers, professional care-givers and mothers to teach children aging 2.5 to 6 years of age. This course material is accredited by Pakistan Montessori Council (PMC) and International Montessori Training Organization (IMTO), UK. It is a product of years of concentrated efforts on the part of MP's experts. We feel proud to affirm that this is by far the most up to date, convenient, comprehensive, cost-effective and demand driven Montessori training program, which does not only allow you to have the training at the convenience of your home, but also opens sure chances of employment in thousands of Montessori schools worldwide. It, furthermore, equips you with all the skills and knowledge to start your own Montessori school.

The course material consists of highly illustrated 12 training manuals, which contain the most up to date Montessori training content. The first rated material will be a life time teaching resource for you, either you are a mother, teacher or are running your own Montessori house of children. The manuals include;

1. Introduction to Montessori	7. Arithmetic Exercises (Advanced)
2. Exercises of Practical Life (EPL)	8. Culture 1 (Everyday Science)
3. Sensorial Exercises	9. Culture 2 (Geography, Botany & Zoology)
4. Language Exercises	10. Culture 3 (Handwork)
5. Language Exercises (Advanced)	11. Cosmic peace Education
6. Arithmetic Exercises	12. Montessori School Administration

Each module provides a deep insight into the concerned area of Montessori education. All Montessori classroom activities are described in simple language and are supported with examples, illustrations and pictures. The concepts are further reinforced through projects and assignments to be done by the trainee with the help of the online trainers. The supplementary audio version of this book is available in the accompanying CD. Listening to the CD is like listening to lectures, which helps you understand concepts further. Secondly, the supplementary listening books have been designed with the hope that they would help many to improve their language skills and get ability to vocalize their learning. Thirdly, the audio books are an interesting way to go through your course matter without actually reading it; you can listen while you sit back and relax, lie down or even when you are driving your car or working in the kitchen. Finally, the hands-on practical training sessions, which are a mandatory part of the course, make the already learnt concepts concrete in the mind of the trainee. We strongly recommend to overseas Pakistanis and foreigners (for whom the practical part of the training has been made optional) that they join a school, where Montessori Method is being used for hands-on experience with materials as a trainee teacher.

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Chapter 1

Montessori Method *(An Overview)*

If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future. For what is the use of transmitting knowledge if the individual's total development lags behind?

Dr. Maria Montessori



Most of us have been to preschool, primary school and high school, but we know that passing examinations or getting degrees alone does not prepare us for life. However Montessori education, when properly implemented does prepare children for life, especially for life in the 21st century. **It lays a strong foundation by helping the child to help himself.**

Dr. Maria Montessori is the founder of Montessori system of education. She emphasized the need for early education. It was much later that educational research verified that early years are the most important years of a person's life. Early childhood is the only period, when qualities of mind, character and



body can be absorbed, so as to form an inherent part of the individual's personality. This is the time when foundation of an integrated personality can be laid. Growing awareness of this fact and the desire on part of parents to give the best to their children, leads them to seek Montessori education for their children.

How did Dr. Montessori, a physician who was born before the twentieth century began, and died in the middle of it, developed an educational approach that prepares young people for the 21st century? The answer is elegant in its simplicity. She observed children, looking for behavioral patterns in their interaction with the environment. She conducted many experiments in various parts of the world. Her life long observations and inferences, led to the 'Discovery of the Child'. Due to the scientific, experimental methods of investigation followed by her on a large geographical scale (Montessori schools all over the world), she was able to assert her findings with great authority. She also explains in a convincing manner that most of our social and individual problems have their

origin in the fact that the child's vital needs during his growing up phase are overlooked or trampled upon. Observation showed Dr. Maria Montessori that children are like absorbing machines, as if there is vacuum in their minds. There is an inner urge for more and more knowledge. The mind is like soft wax, susceptible at this age to impressions, which could not be taken at a later stage. Dr. Maria Montessori found that the patterns of behavior in small children are universal and not altered by culture or birth.

Dr. Montessori's experiments were centered on the child. She looked for nature's pattern of development and the needs of the growing child. Her system of education is therefore, adapted to the child's interest. The child concentrates with enthusiasm and grows intellectually and emotionally. During 3 to 6 years of age the child begins to absorb consciously from the environment and becomes harmonious in movement, independent in work and an honest and helpful individual. Adults should not impose their ideals on children. The only role an adult needs to play is to *ensure freedom* and provide the right kind of environment to help the child achieve his own goals which match his psyche and genetic makeup. If the right environment is provided, the children learn automatically what they should learn and they are able to set their goals as well without any kind of teaching. When we realize this we learn modesty, patience and respect for the child.

Education is not merely learning of various subjects and increasing your quantum of knowledge. Knowledge is necessary, but not sufficient. It is important for a child to grow into a well developed personality who knows how to love a healthy life in every aspect of human existence. Education has to be an effort to help the child live his life as he is meant to and to actualize his inner potential. Dr. Montessori viewed *education as an aid to life*, which actually begins at birth and continues throughout the course of development. Learning has to be done at the pace and rhythm of the learner and not dictated by the teacher. Nature has a specific time frame for all developmental activities in a child. The adult needs to observe objectively the requirements of the child at each stage of development. The teacher/adult should avoid offering help directly. Direct teaching, however well done, creates a situation of superiority and inferiority. Constant supervision and correction also weaken confidence and therefore self reliance. Adults need to learn self restraint, as most of us feel compelled to unnecessarily correct the child or offer superfluous help.





Some Research Results about Montessori

Research has proved that children in Montessori classrooms develop their capabilities in unique ways. Montessori Children seem happier, are less demanding and are easier to live with than other children of the same age, who have not had similar assistance in their development. Visitors to a Montessori House of children are amazed to see little children, barely out of their diapers, working with concentration and purpose on activities of their choice. There is order and peace. The sight of a 22 months old, spreading dough with a rolling pin and using a cutter to form the shapes or putting on their own aprons, gathering materials, carefully holding the brush, making a painting that pleases them and attaching it with a clothespin to the drying rack – all with minimal need for assistance, comes as a surprise to adults. Children are also seen spontaneously cleaning up for each other when accidents happen. They learn to wait their turn, walk around each other without bumping and share the attention of the adult. The look of pride and self satisfaction on the child's face after each accomplishment is a clear indication that inner development is taking place. There is no fatigue in these children. Sense of accomplishment fills them with renewed energy. They seem to be as fresh as they were in the morning, when their parents come to collect them in the evening. The following excerpt from Wikipedia Encyclopedia quotes the findings of some researchers.



“Angeline Stoll Lillard's award-winning 2005 book *Montessori: The Science Behind the Genius* (Oxford University Press) presents the first really comprehensive overview evaluating Montessori versus conventional education in terms of research relevant to their underlying principles. Lillard cites research indicating that Montessori's basic methods are more suited to what psychology research reveals about human development, and argues the need for more research.

A 2006 study published in the journal "Science" concluded that Montessori students (at ages 5 and 12) performed better than control students who had years prior lost the random computerized lottery to go to Montessori and instead went to a variety of different conventional schools. This better performance was obtained in a variety of arenas, including not only traditional academic areas such as language and math, but in social skills as well.

On several dimensions, children at a public inner city Montessori school had superior outcomes relative to a sample of Montessori applicants who, because of a random lottery, attended other schools. By the end of kindergarten, the Montessori children performed better on standardized tests of reading and math, engaged in positive interaction on the playground more, and showed advanced social cognition and executive control more. They also showed more concern for fairness and justice. At the end of elementary school, Montessori children wrote more creative essays with more complex sentence structures, selected more positive responses to social dilemmas, and reported feeling more of a sense of community at their school.



The authors concluded that, "when strictly implemented, Montessori education fosters social and academic skills that are superior to those fostered by a pool of other types of schools." Research by K. Dohrmann and colleagues supplements this by showing superior math and science performance in high school by children who previously attended public Montessori (as compared to high school classmates, over half of whom were at the most selective city public high schools); and two studies by Rathunde and Csikszentmihalyi showing a higher level of interest and motivation while doing school work as well as more positive social relations among Montessori middle-schoolers as opposed to matched controls."

Chapter 2

Life & Works of Dr. Maria Montessori

This biography of Dr. Montessori is an adapted and extended version of the "Maria Montessori's Biography" Encyclopedia of Education. The Gale Group, Inc, 2002. Answers.com 17 Apr. 2008 authored by Timothy David Seldin



Dr. Montessori is recognized as the founder of Montessori Method and one of the pioneers in the development of early childhood education. She is also respected and reputed for promoting a substantial number of important educational reforms, which now have become integral components of 21st century's educational core.



Montessori was born on 31st August 1870 to an educated middle-class family in Ancona, Italy. She was the only child of her parents. Her father's name was Alessandro Montessori and he was a conservative military man. On the other hand, her mother, Renilde Montessori, was a liberal lady and supported Maria's educational pursuit. Her father's frequent transfers gave Maria a chance to have education in big cities throughout Italy.

Almost whole of Europe, in those days, was very conservative in its attitude toward and treatment of women. Italy was no exception but Montessori pursued medical and scientific education. Despite many years of opposition from her father, teachers, and male fellow students, she graduated with highest honors from the Medical School of the University of Rome, becoming the first woman physician in Italy in 1896. Thus, Montessori holds the title of being the first lady doctor in the history of Italy.

Work with Special Children

Montessori was always unwilling to enter education as a career as it was one of the three traditional roles open to women at that time: working with children, homemaking or the convent. But the ironic thing is that she became best known for her contributions in education. As a physician, Montessori specialized in pediatrics and the new field of psychiatry. Her approach was more scientific, rather than the familiar philosophical approach followed by many of the educational innovators who came before and after her.

Montessori taught at the medical school of the University of Rome, and through its free clinics she came into frequent contact with the children of the working class and poor. Her experience with the children of poverty convinced Montessori that intelligence is not rare, although it seemed to present itself in many forms other than those recognized by traditional schools.

In 1900, at the elapse of just a short span of four years after her degree in medicine, Montessori was appointed director of the new Orthophrenic School attached to the University of Rome, formerly a municipal asylum for the "deficient and insane" (special) children of the city, most of whom would be diagnosed in the twenty-first century as autistic* or mentally disabled. One day she



inquired from a nurse about their awful condition, to which she replied that they fought for food and threw themselves on the floor to catch bread crumbs... that was how they got dirty. Thus, the children were kept in a prison like room with less food and no hopes of recovery. She and her colleagues started a wave of reform in the



institution. Montessori discovered that her young patients needed purposeful activities, which could stimulate their senses and mind, and add into their self-esteem, and the sense of achievement. Montessori dismissed the nurses and caretakers who treated those children with hatred and contempt. This caused a great scarcity of staff. However, Montessori set out to teach as many as possible of the less-disturbed children to care for themselves and their fellow inmates.

Inspiration from Itard and Séguin

For almost a year (from 1900 to 1901), Montessori browsed the medical libraries of Western Europe seeking successful work previously done with the education of children with disabilities. During her hunt she got inspired by the work of two almost forgotten French doctors of the eighteenth and nineteenth centuries: Jean-Marc-Gaspard Itard



Jean-Marc-Gaspard Itard

(1775 - 1838) and Édouard Séguin (1812-1880). Itard is well known even today for his work with the "Wild Boy of Aveyron", a young boy who was found by some hunters wandering naked in the forest.

The boy was, presumably, lost or abandoned as a very young child and thus spent many years of life alone in the forest. The boy could not speak and lacked almost all of the skills of everyday life. This



Wild Boy of Aveyron

boy had grown up outside of human society without the influence of interaction with his own kind. Itard started a study of the boy in order to shed some light on the age-old debate about what proportion of human intelligence and personality is hereditary (genetic) and what proportion stems from learned behavior (environmental influence).

This experiment was a limited success. Itard found his wild boy uncooperative and unwilling or unable to learn most things. **This led him to postulate the existence of developmental periods in normal human growth.** He formed the hypothesis that, during these "sensitive periods," a child must experience stimulation to develop normally, or he will grow up forever lacking the skills and intellectual concepts not developed at the stage when nature expects them to be readily absorbed. **In simple terms, if appropriate experiences are not available at specific times during development in early years, it may get hindered or does not take place at all.**

Although Itard's efforts to teach the wild boy were barely successful, his work had two important implications;

- 1) If proper stimulation and experiences are not provided during sensitive periods of development to a child, it may hinder or does not take place at all.
- 2) Furtherance of handicapped children is possible.



Édouard Séguin (1812-1880)

Montessori drew further confirmation of Itard's ideas from the work of Édouard Séguin, a French psychologist who was a student of Itard and carried on his research. His work, however, was far more specific and organized. He also managed to apply his ideas to the everyday education of children with disabilities. Working primarily with the blind, Séguin developed a methodical approach to breaking skills down into small steps, and was highly successful with a carefully developed collection of hands-on educational materials. Teens and Tens boards, now used as a Montessori material, were also originally designed by Seguin.

The Orthophrenic School

From Itard and Seguin, in the real sense, Montessori took the idea of a scientific approach to education, based on observation and experimentation. She belongs to the child study school of thought. She continued her work with the careful practice and objectivity like that of a biologist studying the natural behavior of an animal in the forest.

Montessori studied her mentally disabled patients with utmost zeal. She kept on trying Seguin's

educational method, and carefully noted their response to her attempts as well as their progress in becoming increasingly independent and verbal.

She almost startled the whole world when many of these mentally disabled children, after two years, were able to pass the standardized exams given by the Italian public schools. Gradually the children also learned to perform most of the everyday tasks involved in preparing the meals and maintaining the environment of the residential school.

Just when her work with mentally challenged children got recognition and fame, another question began to haunt her mind... "What kept normal children back" in the exams. Montessori responded by suggesting that newborn human



beings normally enter the world with an intellectual potential that was barely being developed by schools in the early years of the twentieth century. She challenged that if she could attain such results with children who were disabled, schools should be able to get dramatically better results with normal children.

Montessori's work strengthened her humanistic ideals, and people began to regard her as a reformer. She actively supported various social reform movements. She was a highly respected and frequently invited guest speaker throughout Europe on behalf of children's rights, the women's movement, peace education, and the importance of the League of Nations. Montessori became well known and highly regarded throughout Europe, which contributed to the publicity that surrounded her schools, started just a little later.

Casa dei Bambini

Montessori, now, being intoxicated by the new zest of her life, the desire to implement her



The first Montessori House of Children (Casa dei Bambini) with children working and a lot of visitors getting amazed around the fence

method on normal children, began to look out for an opportunity to work with normal children. Unfortunately, the Italian Ministry of Education did not welcome Montessori's ideas, and she was denied access to school-aged children. However, the opportunity came to her itself in 1907, when she was offered the position of a the medical director for a day-care center that was being organized for working-class children who were too young to attend public schools.

This first day-care center, named Casa dei Bambini (House of Children) was inaugurated in 1907 and was located in the worst slum district of Rome, and the conditions Montessori faced were horrendous. There was only one untrained teacher to teach her first class which consisted of fifty children, from two through five years of age. It was an extended day school and the children remained at the center from morning till evening while their parents worked. The children were also given two meals per day, bathed regularly, and given a program of medical care. The children themselves were the products of extreme inner-city poverty conditions and ignorance of the parents. Almost all of them came to Children's House on the first day crying and reluctantly. Most

of them were aggressive, impatient and cranky. At this stage, Montessori did not know if her experiment would work under such conditions. However, she, not caring about the odds, began by teaching the older children how to help out with the everyday tasks that needed to be done. She also introduced the hand-on materials of perceptual discrimination and puzzles and eye-hand manipulative exercises that she had used with mentally disabled children.

Montessori must have had some hope of success but the results surprised her. The materials seemed to be working miraculously. Unlike her mentally challenged children who had to be pushed to use her apparatus, the normal children were naturally attracted to the work she introduced. The aimless street wanderers began to settle down. They began to show longer and longer periods of constructive activity. They were fascinated with the puzzles and perceptual training devices.

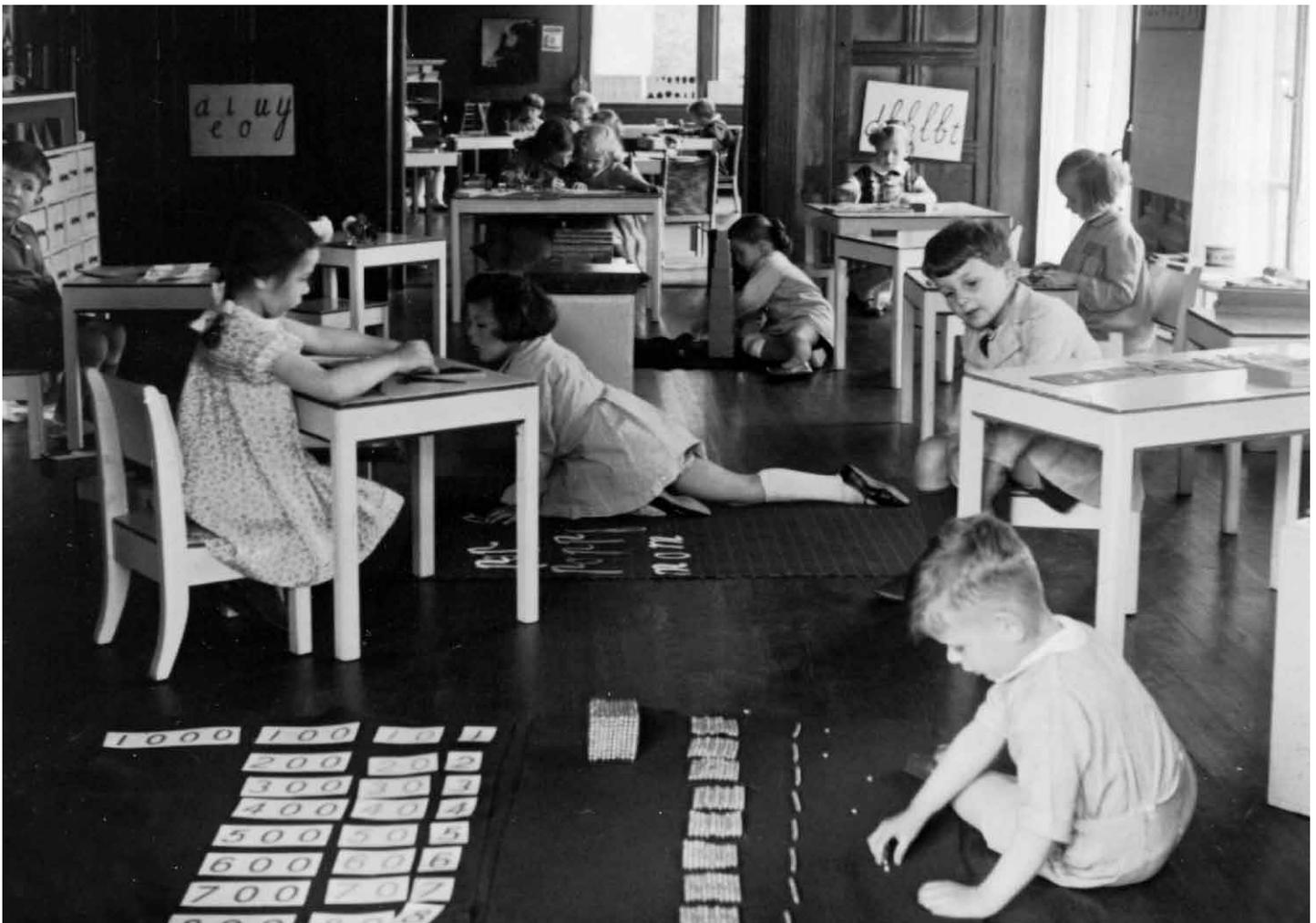
Montessori introduced exercises of practical day to day living like cleaning, dressing, gardening, etc. and to her amazement, children aging three and four years took the greatest delight in learning practical everyday living skills. She noticed that

such activities made them more independent and added to their self-respect. Their interest was developing day by day and they progressed so rapidly that each day they pleaded Maria to show them more. The older children began to take care of the school. They also assisted their teachers with the preparation and serving of meals and the maintenance of a spotless environment. The discipline problems vanished dramatically. The children running wild in the street had turned to models of grace and courtesy in just a short span of time.

Montessori, when criticized of her method being too structured and academically demanding of young children, laughed out saying, "I followed these children, studying them, studied them closely, and they taught me how to teach them." Talking about the role of the teacher, she argued that the educator's job is to serve the child, determining what each student needs to make the greatest progress. She believed that children follow their inner strong urges to select their activities and work. These urges are universally

similar in all children and are the product of millions of years of evolution. Nature, itself encourages children to select the activities, which are appropriate for development at that stage. To her, a child who fails in school should not be blamed, any more than a doctor should blame a patient who does not get well fast enough. Just as it is the job of the physician to help people find the way to cure themselves, it is the educator's job to facilitate the natural process of learning.

Montessori's children showed tremendous progress into academics and each achievement was like a sudden explosion. The children were too young to be sent to public schools, yet they literally begged to be taught how to read and write. They learned to do so quickly and enthusiastically, using special manipulative materials. Montessori just kept on noticing the inclinations of the children and developed manipulatives accordingly. The other area, which fascinated the children, was numbers. To respond to their interest, the mathematically inclined doctor developed a series of concrete math learning materials. These

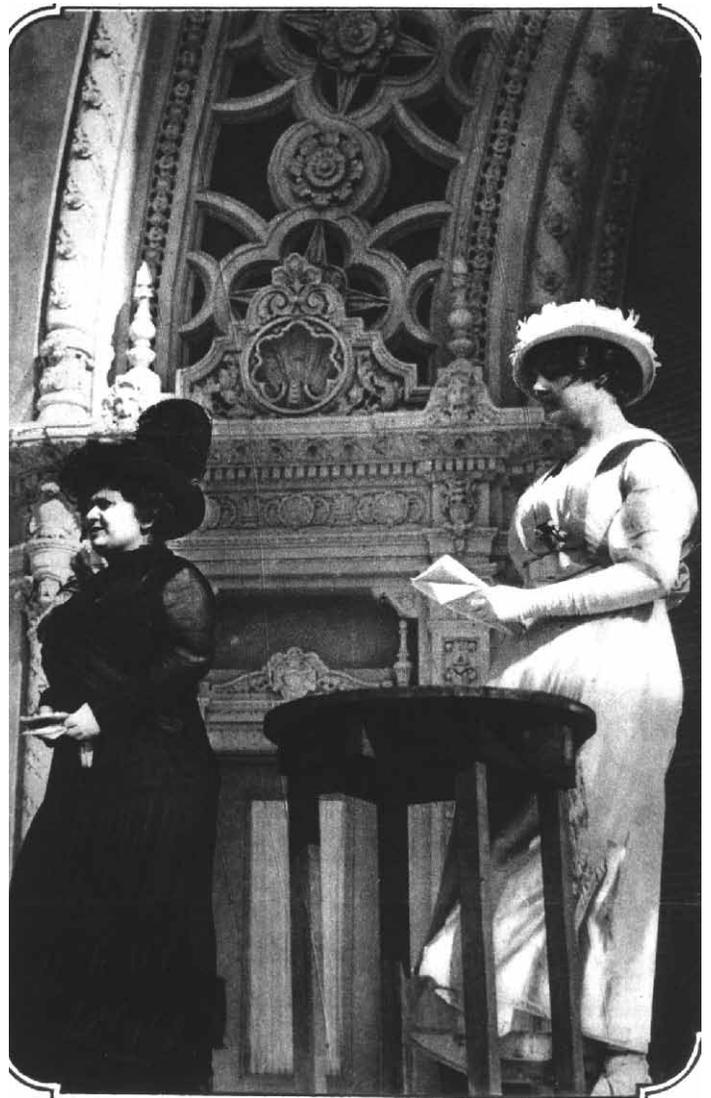


materials are so comprehensive and yet concrete in nature that they still fascinate many mathematicians and educators to this day. It did not take those three, four and five years old long to start adding and subtracting four-digit numbers. They further progressed on to multiplication, division, skip counting, and increasingly advanced and abstract concepts.

Montessori discovered an unlimited potential in children to learn. They began to show interests in other areas as well. This compelled the already overworked doctor to spend night after night designing new materials to keep pace with the children in geometry, geography, history, and natural science. Montessori discovered that her children showed more interest in academic manipulatives rather than toys. She made this discovery shortly after her first school opened, when a group of well-intentioned women gave the children a collection of lovely and expensive toys. The children took profound interest in those new gifts for a few days, but they soon returned to their learning materials. She also found that children generally preferred work over play, at least during the school day.

"Children read and do advanced mathematics in Montessori schools not because we push them, but because this is what they do when given the correct setting and opportunity. To deny them the right to learn because we, as adults, think that they should not is illogical and typical of the way schools have been run before."

Montessori method wasn't so perfect since day one. She improved it through trial and error. She continued to observe the children deeply, made



educated guesses and finally experimented. For example, one day the teacher arrived late at the center. The children, meanwhile, had crept in through the window and started their work. They even took the material themselves from the cupboard, which normally used to be locked, but was open just by chance. She, instantly, recognized that the children were capable of selecting their own work, and removed the cabinet and replaced it with low open shelves on which the activities were always available to the children. This seems to be a small change, but it actually was against all the educational theories and practices of that time.

Worldwide Response

Maria Montessori's first Casa dei Bambini became famous in the entire world in a very short span of time. Thousands of visitors went away amazed and enthusiastic. After the success of her first



school, she started the second one and then the third and so on. Her system worked everywhere in so many different settings. Montessori became the interest of leaders and scientists around the world. Even, in America, figures like as Woodrow Wilson, Alexander Graham Bell, Thomas Edison, and Henry Ford supported and praised her work. Numerous publication and articles written about and by Montessori, made her a well-known personality to parents and teachers.

The most incredible thing about Montessori method is that her model center (Casa dei Bambini) got duplicated everywhere, which is a rare attribute, as in this field many others had promoted opinions, philosophies, and models that have not been readily duplicated. The Montessori method is the most systematic system of education that gets applied very well to new settings. In the first thirty years of the twentieth century, the Montessori Method seemed to offer something for everyone. For instance, scholars from conservative school of thought valued the calm, responsible behavior of the little children, along with their love for work. People with liberal approach highly praised the freedom and spontaneity. Many political leaders and educationists saw it as a way to reform the old-fashioned school systems of Europe, North America, and Asia, as well as an approach that they hoped would lead to a more hardworking, peace loving and disciplined population. Scientists of all disciplines praised Maria's objectivity and the experimental foundation of this method. At one time the wave of support and enthusiastic praise for Maria was so high that many began to anticipate a dramatic change in the face of education, which unfortunately did not happen that fast.



The Decline and Revival of Interest in Montessori Education

The number of Montessori schools soared up to 1000 by 1925 and many tens of thousands more around the world. But things took a dramatic turn by 1940. Montessori movement virtually disappeared from the American scene and declined in many other countries. In America, only a few schools had the courage to pronounce themselves Montessori school, although many continued to operate without using the name. It is hard to find Montessori's name in education related American textbooks of those times. However, since 1960s, there is a surprising revival and resurgence of Montessori movement in America. During this period, Montessori schools continued to expand in most of the rest of the world. The credit goes to Dr. Nancy McCormick Rambush who "rediscovered" and brought Montessori back to North America. Now there are thousands of schools again and hundreds of Montessori organization working in America. The leading names include American Montessori Society (AMS), Montessori Accreditation Council for Teacher Education (MACTE), American Montessori Society (AMS) and International Montessori Council (IMC).

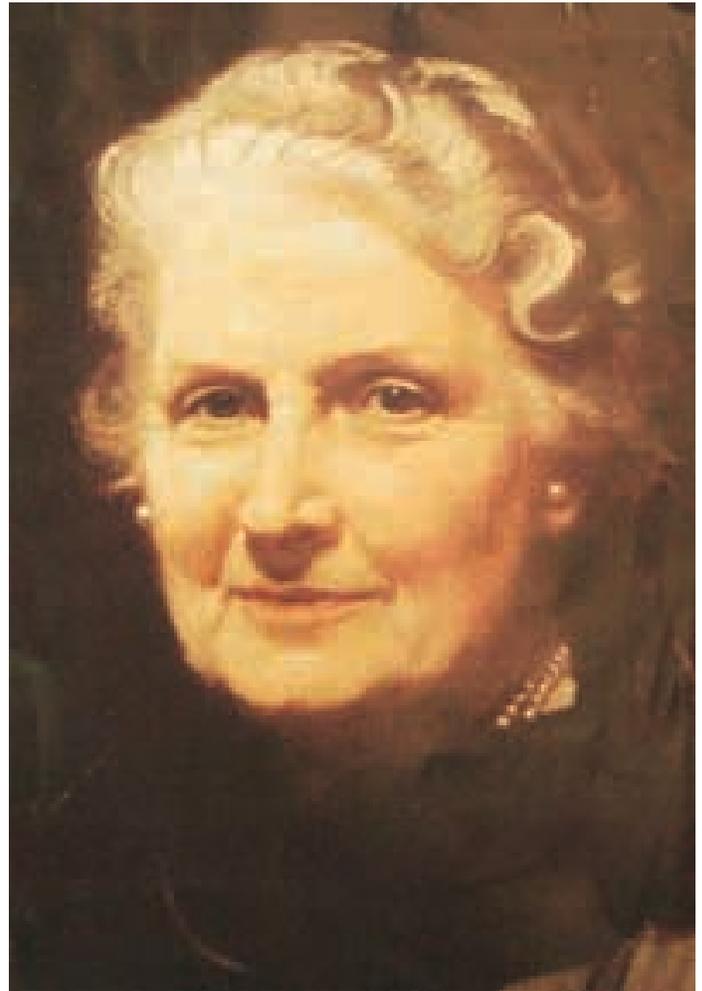
Several reasons can be postulated about the decline of Montessori movement in the US, some of which include;



1) During and after World War I and II, the transportation and travel disrupted greatly between America and Europe, which was mostly done through the Atlantic Ocean, and so was the sharing of knowledge.

2) In 1922 Professor William Kilpatrick of Columbia University published a book entitled *Montessori Reexamined*. He was considered to be one of the most influential scholars of his time and the book became equally influential. Unfortunately, he dismissed Montessori unfairly and unreasonably as outdated and based on no longer accepted theories of a faculty of psychology. Kilpatrick went to the extent of saying that Montessori was rigid, outdated, and mistaken in her attempt to educate the senses, suggesting that she was under the misapprehension that the brain and senses could be strengthened, like a muscle, by exercises in sensory training and memorization. Unfortunately, this and many other criticisms were groundless, primarily based on a lack of accurate information and understanding, along with perhaps some bias against Montessori's popularity as she was a doctor and not a trained educator, and perhaps because she was a European and not an American.

However, since the 1960s, Montessori schools have expanded in both enrollment and the age levels served, with the majority of schools offering elementary programs as well as early childhood. Secondary Montessori programs are less common, but are beginning to appear in substantial numbers, initially as middle school programs and gradually as high school programs as well.



Montessori Prime Time:

During her life time we may rank the period from the opening of the first Children's House in 1907 until the 1930s as her prime productive period. During this time, she continued her study of children, and developed a vastly expanded curriculum and methodology. A wave of support surged throughout Europe and America. Montessori schools started throughout Europe and North America. She even gave up her medical practice and devoted herself to her mission of **REGENERATING MANKIND**.

Though many so-called modern schools have given different names to the educational systems they used, but the truth is that every modern classroom reflects Montessori's ideas to a fairly substantial degree. Certainly the current trends about multiple intelligence, the importance of mental health and emotional literacy, the attractiveness of the modern classroom, the use of manipulative materials in instruction, cooperative learning, authentic assessment, and multiage classrooms as a desirable model for classroom

groupings are just a few examples of ideas generally attributed to Maria Montessori.

During her lifetime, Montessori was acknowledged as one of the world's leading educators. Now with development in understanding of child development, many educationists around the world and those seeking reform have rediscovered how clear and sensible her insight was. Most of them, who have studied Montessori, would affirm that Montessori education is definitely the right system of education for all times and for all cultures as children are born on the same nature.

Highest Recognition & Awards to Montessori:

Maria Montessori was pictured on the Italian 200 lire coin and through the 1990s on the 1000 lire bill, by far the most common one, replacing Marco Polo, until Italy adopted the Euro. She was also nominated for Nobel Peace Prize thrice.



Montessori's Death:

Maria Montessori left the world in the Netherlands in 1952, but would always stay alive as she lives as an immortal through her method, which has helped and would continue to help children of all times to be better human beings. She lived in old days but was definitely "A WOMAN MUCH AHEAD OF HER TIME".



Grave of Maria Montessori in Noordwijk, The Netherlands

Checkpoint No. 1

check your progress

Please encircle the correct answer

1. Dr. Maria Montessori was born in;
 - a) Rome, Italy
 - b) Noordwijk, The Netherlands
 - c) Ancona, Italy
2. Dr. Maria Montessori was born on
 - a) 31st August, 1870
 - b) 21st July, 1870
 - c) 19th Oct, 1870
3. What was Montessori's Father name?
 - a) Alessandro Montessori
 - b) Alefandro Montessori
 - c) Alando Montessori
4. Montessori's father was a
 - a) pilot
 - b) painter
 - c) military man
 - d) astronaut
5. Montessori's mother was a conservative lady
 - a) true
 - b) false
6. Montessori was the lady doctor with her specialization in
 - a) neurology
 - b) Pediatrics & psychiatry
 - c) cardiology
7. Montessori started the first house of children in
 - a) 1807
 - b) 1907
 - c) 1707
 - d) 1607
8. Jean Itard was famous for his work with the wild boy of Aveyron.
 - a) true
 - b) false
9. Maria stressed the use of computers in the classrooms
 - a) true
 - b) false
10. Maria believed that education should be
 - a) According to the laws of development
 - b) According to the desires of the parents
 - c) According to the wishes of the teachers
12. Maria's first house of children was named
 - a) Case dei Banani
 - b) Casa dei Bambini
 - c) Coso dei Bambini
13. Maria graduated in medicine as the first lady doctor in Italy in
 - a) 1986
 - b) 1896
 - c) 1907
14. Maria was unwilling to enter education as a career because
 - a) there was less earning in it.
 - b) she thought she could never be a teacher.
 - c) that was one of the three conservative roles open for women.
15. Maria decided to stop her work with mentally challenged children because
 - a) she was not granted promotion on her job.
 - b) she was fired from her post for terminating caretakers working in the asylum.
 - c) she wanted to know if her method and approach could help normal children.
16. Montessori materials should be kept under lock, out of the reach of the students because
 - a) they are very expensive and children can damage them.
 - b) there is a possibility of choking hazards.
 - c) No, the above statement is wrong and the material should be accessible to children and not to be kept under lock.
17. Montessori movement was in its prime time during
 - a) 1896 to 1907
 - b) 1907 to 1930s
 - c) 1930 to 1952
18. Montessori was awarded Noble Peace Price _____.
 - a) once
 - b) thrice
 - c) never



Call your tutor now and discuss your progress.