



**Module 8 (Sample)**  
**Culture 1 (Geography & History)**

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## Exercise 2

### Land and Water Globe



#### Purpose

- To give a sensorial impression of the round shape of the earth.
- To identify that the earth's surface is made up of two elements i.e. land and water.

#### Material

Sandpaper Globe

#### Presentation

**Note:** Complete work cycle is to be observed.

1. Invite a child to work with you.
2. Introduce the globe, tell its name and point to the place where it is to be kept after the exercise.
3. Show the child how to carry the globe, holding the base with both the hands.
4. Having shifted the globe to a table, adjust its position so that the support moves towards the back.
5. Introduce the globe to the child once again saying, "This is the sandpaper globe. It represents the planet earth, on which we live."
6. Hold the globe steady with the left hand and feel the surface with the other hand by gently moving the full hand on the surface from top to bottom.



7. Loosen the left hand and rotate the globe to bring the next portion in the front.
8. Hold the globe steady and feel again.
9. Continue in the same way till the whole globe has been stroked once.
10. Invite the child to feel the globe in the same way. Tell him to stroke the globe very gently, while feeling it.
11. When the child has felt the globe, take the globe and repeat rotating and feeling the globe. This time, say, "land" when you feel the sandpaper, and "water" when you feel the smooth surface.
12. Invite the child to feel the globe again, while you ask him to show you "land" and "water".
13. Also tell the child that there is an invisible layer around the globe, called the "atmosphere".
14. Complete three period lesson.
15. Encourage the child to take the material whenever he likes and use it on his own.

#### Age

3 years onwards

### Exercise 3

## Continents Globe



#### Material

A globe of the same size as the Land and Water Globe. The land mass is painted in colours to identify the different Continents:

- North America – Orange
- South America – Pink
- Antarctica – White
- Asia – Yellow
- Australia – Brown
- Africa – Green
- Europe – Red

#### Purpose

- To give the concept that the Earth is divided into continents.
- To familiarize the child with the names and shapes of the large landmasses - continents.
- To give the names of the large water bodies – oceans.
- To introduce the continent where the child lives.

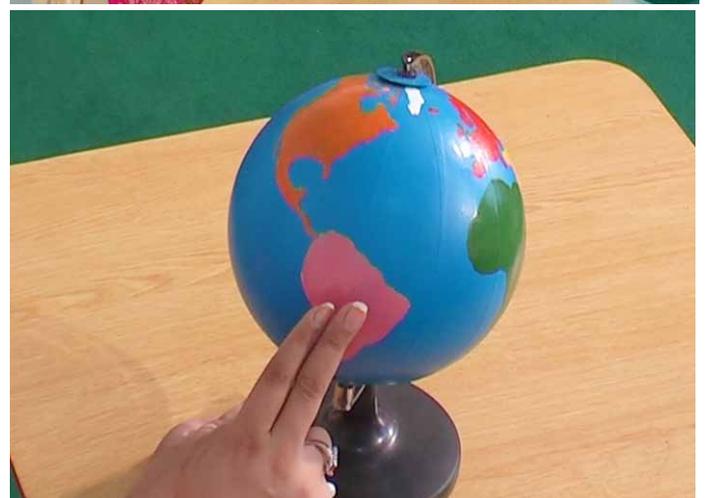
#### Presentation

**Note:** Complete work cycle is to be observed.

1. Invite a child to work with you.
2. Introduce the globe indicating its place on the shelf, and have the child shift it to a table by

holding the base firmly with two hands.

3. Introduce the globe to the child once again saying, "This is the continents globe. Like the sandpaper globe it also represents the planet Earth, where we live."
4. Hold the globe steady with the one hand and rotate with the other.
5. Having completed rotation, say to the child, "It's beautiful".
6. Then, start the second rotation and give the language as you rotate through different portions of the globe. Use the term continent for the colored parts and the term ocean for the blue portions, saying, "This big piece of land is called a continent. This big body of water is called an ocean."



7. Ask the child if he remembers what surrounds the earth.
8. Then, ask him to rotate the globe himself while you ask him to show you a continent, another continent, an ocean, another ocean and so on. Also ask him where is the atmosphere.
9. Complete three period lesson.

**Age:** 3 years onwards

### Exercise 4 Nomenclature Cards of the Layers of the Earth

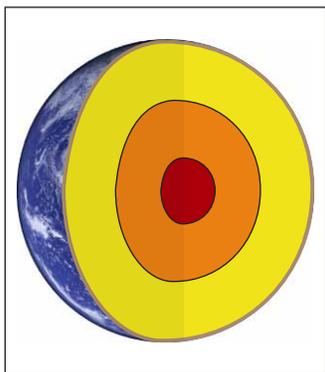
**Materials**

Nomenclature material of the layers of the earth which includes;

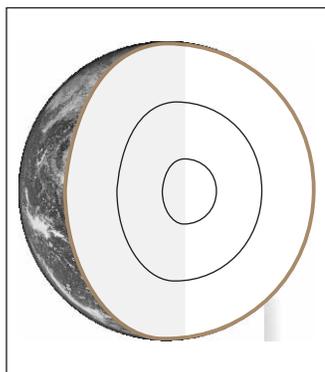
- Nomenclature cards of the layers of the earth with separate labels.



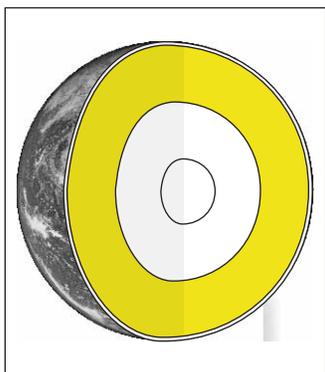
the earth



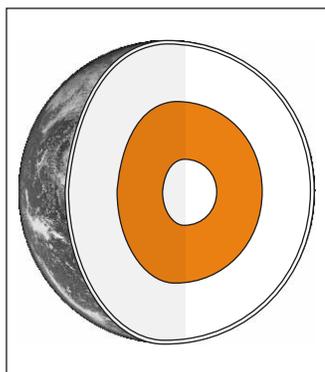
inner earth



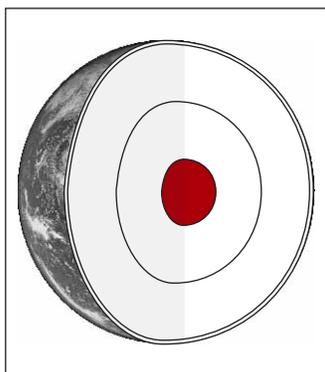
crust



mantle

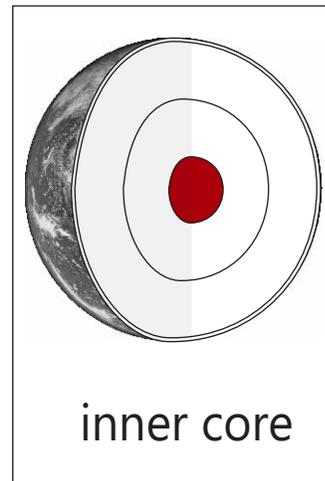
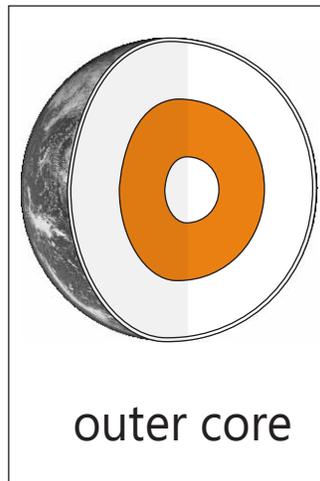


outer core



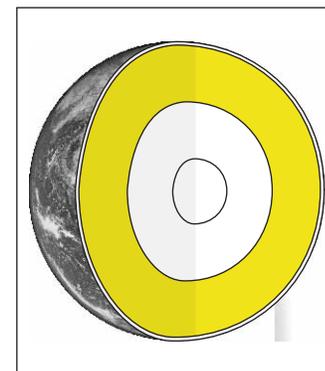
inner core

- Nomenclature cards of the layers of the earth with labels attached.



- Picture cards and definition / description cards.

The **mantle** is the layer located below the crust. It is the largest layer of the Earth, 1800 miles thick. The mantle is composed of very hot, dense rock.



- Control booklet.

The **inner core** of the Earth has temperatures and pressures so great that the metals are squeezed together and are not able to move.

**Purposes**

- To give the concept that our earth is made up of different layers.
- To give the child names of the layers of the earth.

**Presentation**

Same as described in how to use nomenclature cards on page 8.

## 2.3 Puzzle Map of the World

### Exercise 1

### Jigsaw Puzzle Map of the Hemispheres



#### Material

- Jigsaw puzzle map of the hemispheres
- Continents Globe
- A blue hollow ball (representing the continent globe) with the continents drawn in black ink, cut in half from pole to pole through the Atlantic and Pacific Oceans, leaving the continents complete (except Antarctica) and taped together with clear tape.
- Scissors
- Picture folder #1

#### Purpose

Transition from globe to flat maps.

#### Presentation

**Note:** Complete work cycle is to be observed

#### Step 1

##### Introducing the prepared blue ball

1. Invite a group of children, and ask them to lay out a mat and bring the continent globe over to the mat.
2. Also take the prepared blue ball in a tray to the mat.
3. Explain to the children that with a globe you can not see the whole earth at one time as you only see the side that is facing you.
4. Say, "I'm going to show you how you can see the whole earth at one time."



6. Having made the comparison between the globe and the ball, remove the tape on the ball and place the two halves on a tray side by side.
7. Ask the children if they can see both halves of the world at once.



8. Press each half with your index finger to flatten it on the table. (Please note that several cuts at the edge of each half have been already made to flatten it).
9. Explain to the children that this is how parts of the globe can be changed into flat maps.

### Step 2 Introducing the Continents Puzzle Map

11. Leaving the globe and the prepared ball on the mat, take the children to the map cabinet and introduce the name saying, "This is the map cabinet and these are the jigsaw puzzle maps".
12. Show the children how to remove and carry the maps with both hands.
13. Then select the continents map and bring it to the mat.
14. Introduce the puzzle map saying, "This is the jigsaw puzzle map of the world. On this map we can see two hemispheres, two halves at once."

15. Compare and connect the map with the globe and the prepared map by making the children focus on the continents on the globe, the ball and the puzzle map.

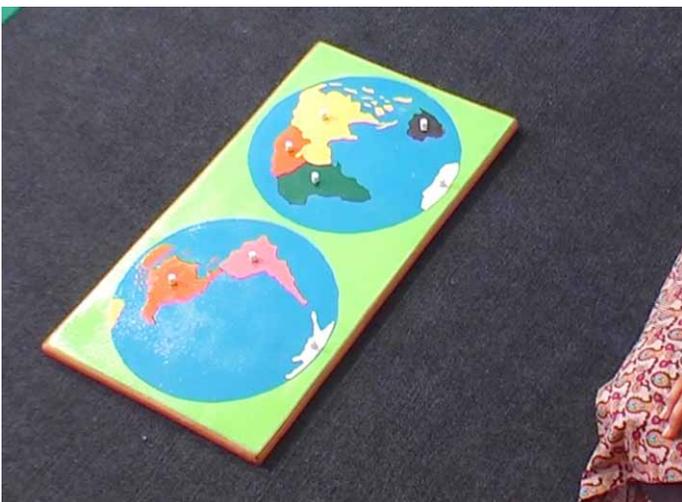


16. Then ask two children to put the globe and the prepared ball back at their places on the shelf.
17. When the children are back, draw everyone's attention to the continents puzzle map, and tell them that the material is very fragile and should be handled gently with care.
18. Show the children the correct way of holding the insets by the knob and remove them carefully.
19. Then, take out an inset of a continent and place it on the mat.



20. Ask each child to remove a continent and place it on the mat in turns.
21. When all continents have been placed on the mat, hold an inset by the knob and show how to position it at its place above the map carefully before replacing it at its place.

22. Then, invite the children one by one to return the remaining continents, saying, "Ali, can you please place this continent back into the map" and so on.



23. Ask the children to replace the map back into the map cabinet when they are finished, telling them that they can use the map on their own whenever they like.

**Age**  
3.5 years onwards

## Exercise 2

### Naming the Continents on the Jigsaw Puzzle Map

**Material**  
Jigsaw puzzle map of the hemispheres

#### Purpose

- To teach the names of the seven continents; Asia, Africa, Europe, Australia, North America, South America and Antarctica.

- To teach the names of the oceans; Arctic Ocean, Indian Ocean, Atlantic Ocean, Pacific Ocean, Antarctic Ocean.

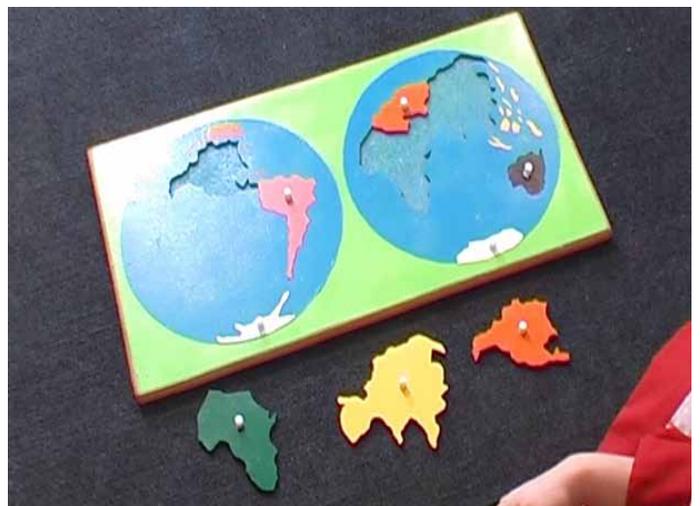
#### Presentation

**Note:** Complete work cycle is to be observed.

- Invite a child and have him lay out a mat and shift the continent puzzle map to the mat.



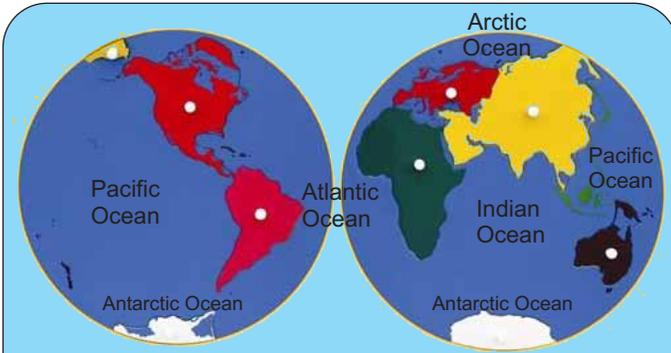
- Select and take out three continents which are contrasting in color as well as in shape. Also include the child's own continent.
- Give a three-period lesson, and continue on the following days until the child becomes well familiar with the name of each continent.



- When the child has learnt the names of the first three continents, add more continents and continue the three period lesson, while reviewing previously learned names as well.
- When the child has learnt the names of all the seven continents, give names of the oceans in the same way through three period lesson.

**Age**

3.5 years onwards

**Pacific Ocean**

It separates Asia and Australia from the Americas.

**Atlantic Ocean**

It separates the Americas from Europe and Africa.

**Indian Ocean**

It washes upon southern Asia and separates Africa and Australia.

**Arctic Ocean**

It covers much of the Arctic and washes upon northern North America and Eurasia.

**Antarctic Southern Ocean**

It encircles Antarctica.

**Exercise 3****Introducing the Pictures of the Continent Folder 1****Material**

- Jigsaw puzzle map of the hemispheres
- Continents Picture Folder 1
  - Landscapes
  - People and Families
  - Food
  - Culture - Goods, Work, Native Dresses
  - Villages or Houses
  - Spiritual Grounds - Mosques, Churches, Temples
  - Animals
  - Vegetation

**Purpose**

To relate continents of the puzzle map with the relevant life, terrain, culture, architecture, etc.

**Presentation**

**Note:** Complete work cycle is to be observed.

1. Invite a group of children who are already familiar with the names of the continents to lay out the mat and bring the jigsaw puzzle map of the hemispheres.
2. Ask one child to take out his favourite continent and place it on the mat. Ask the children to remember the colour of the continent on the mat.



3. Take the children to the shelf and introduce the continent folders. Ask the children to remind you of the colour of the continent on the mat. Choose the folder with the same colour code as that of the continent.



4. Take the folder to the mat and open it saying that you are going to show them some pictures of this continent.
5. Take out one picture and show it to the children, which may be showing an animal, a building, a dress, etc. related to that continent.



Discuss the picture with the children and encourage them to share what they see in the picture.

6. Having talked about the picture for a while, place the picture beside the continent.



7. Similarly take out another picture, talk about it with the children and relate it to the continent by placing it beside the first picture.



8. Repeat for another five to six pictures in the folder in the same way.



9. Allow the children if they would like to have another look at the pictures and talk further about it.
10. When finished show the children how to carefully place the pictures back into the folder.



11. Ask a child to replace the continent puzzle piece in the map.
12. Repeat the procedure for another continent or return the materials to their places and repeat on another day.

**Age**  
3.5 years onwards

## Exercise 4

### Recognizing Pictures of Continent Folder 1

#### Material

Same as in exercise 3

#### Purpose

To reinforce previous learning, and to verify that the child can associate pictures with the relevant continents.

#### Presentation

**Note:** Complete work cycle is to be observed.

1. Invite two children who have worked with the pictures for all the continents to lay out the mat and bring the continents map.



2. Ask each of them to select a continent of his own choice and place on the mat.
3. Then, have them bring the corresponding picture folders and mix up the pictures.



4. Explain to the children that you want them to look through the pictures and decide to which continent they belong. Ask them to place the pictures below each continent on the map.



5. Ask the children to try with other continents if they like, otherwise wind up.

#### Control of error

A dot of the matching colour of each continent may be made on the back of each picture or the name of the continent may be written.

#### Age

3.5 years onwards

## Exercise 5

### Drawing the continents

#### Material

- Jigsaw puzzle map of the hemispheres
- Paper sheets
- Pencils
- Pencil crayons or coloured paper
- Clipboards

#### Purpose

To further the child's familiarity with the shapes of the continents and to introduce him to paper maps.

#### Presentation

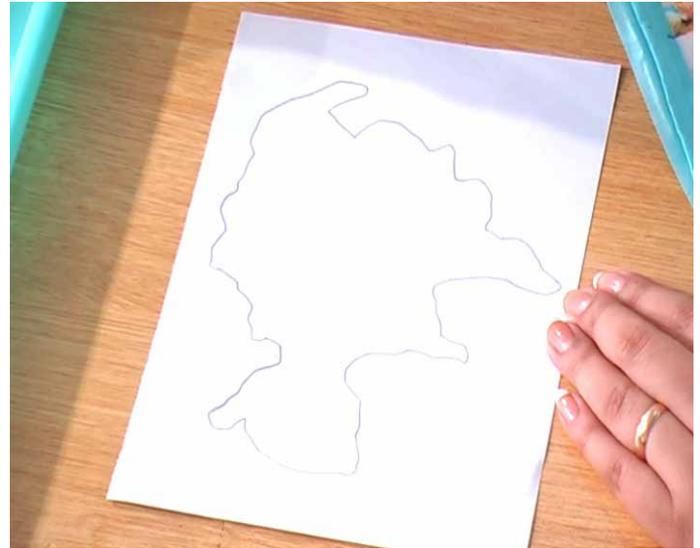
**Note:** Complete work cycle is to be observed.

1. Have the children bring the material to the workplace.

2. Also ask a child to select any continent from the puzzle map and shift it to the workplace in a tray.
3. Place it on the paper sheet and show the child how to trace around the puzzle insets using a pencil in order to make a map.



4. Remove the inset to show the child the map and color the map with the same colour as the inset.



5. Ask the child to trace and colour other continent puzzle pieces in the same way.
6. Encourage the child to take the puzzle map anytime to draw maps on paper.

**Note:** An alternative to coloring is to paste colored paper or fabrics.

**Age**  
3.5 years onwards

## Exercise 6

### Labeling the continents

#### Material

- Jigsaw puzzle map of the hemispheres
- Prepared symbols of the names of the continents



#### Purpose

To enable the child to read the names of the continents.

#### Presentation

**Note:** Complete work cycle is to be observed.

1. Have the children bring the material to the workplace.
2. Introduce the labels to the child and make a pile with them.



3. Have the child read the first label and ask him to place it beside the appropriate continent on the map.

4. Continue in the same way till all the continents have been labeled.
5. Encourage the child to trace his own maps as in exercise 5 and label them.



6. When the child has learnt to label the continents, introduce the labels of the oceans.



## Exercise 7

### Animals of the World (Introducing Animals)

#### Material

- Three models of typical animals of each continent.

#### Purpose

- To familiarize children with the names and characteristics of a variety of animals.
- To raise children's interest in ecology, and to suggest the link between geography and zoology.



### Presentation

1. Invite a few children to work with you and lay out the mat.
2. Have a child bring the basket of animals to the mat.
3. Ask for the names of the animals to find which animals the children cannot identify.
4. Give the names of the animals, which the children cannot identify, through three period lesson, selecting not more than three at a time.
5. Take the first animal and isolate it from the rest. Begin to give important information about this animal to the children, focusing on how zoology and geography interrelate. The information should concern the animal's habitat and something special about the animal i.e., Gorillas are large, quite and peaceful vegetarians. They live in thick forests with plenty of trees and have very long arms (the arms are longer than the legs).



6. Continue with the same way with the other animals on the mat.
7. Once all the animals on the mat have been discussed, select some more animals if the children are interested else return the material to its place, and continue with other animals some other day.

**Age :** 3+ years

## Exercise 8

### Animals of the World

(Linking Animals with their Home Continent)

#### Material

- Jigsaw puzzle map of the world.
- Three models of typical animals of each continent.

#### Purpose

To relate animals to their home continents.

#### Presentation 1

**Note:** Complete work cycle is to be observed.

1. Have the children, who have been introduced to the animals with the previous exercise, lay out a mat and bring the map of the hemispheres and the basket of animals.



2. Select an animal and place it on the mat, asking the children to identify the animal.



3. Remind them of the special characteristics of the animal as discussed in the previous

exercise and name the continent where the animal lives.

4. Ask a child to take out the relevant continent from the map. Once done, ask another child to place the animal beside the continent.



5. Replace the continent back in the map and return the animal to the basket.
6. Continue in the same way with the other animals till the children are interested.
7. Repeat the exercise on following days till the children can associate all the animals with their home continents.

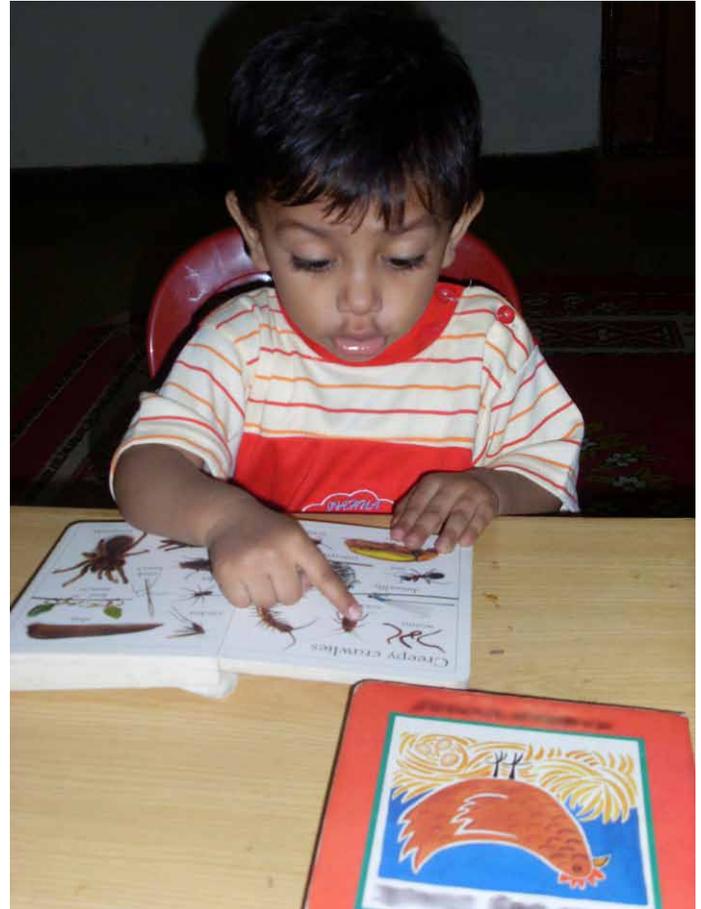
### Presentation 2

**Note:** Complete work cycle is to be observed.

1. Invite a small group of children who have linked animals with their home continents through the previous exercise.
2. Have them layout the mat, bring the map and place the animals on the mat at random.
3. Then ask a child to take out the continent of his choice and place it on the mat.
4. When the child has placed the continent, ask one child to name an animal that lives there. When he names an animal, have him find the animal from the animals and place beside the continent.
5. Then, ask another child to name another animal that lives there and have him place it beside the first animal.
6. Continue in the same way till all the animals related to that continent have been placed beside it.
7. Take out another continent and continue in the same way till all the animals have been linked with their home continents.

### Extension Exercises

- Introduce children to the pictures and story cards of animals discussing how each animal is equipped for its own particular environment.
- Give children outlined pictures of animals to colour.
- Add a good selection of animal books in the classroom.



- Use prepared name cards to label the pictures of animals when the child has developed the ability to read.

### Age

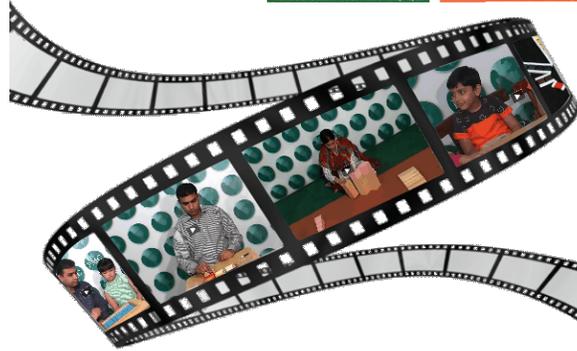
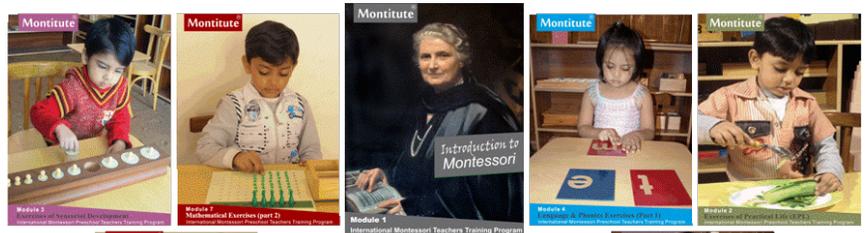
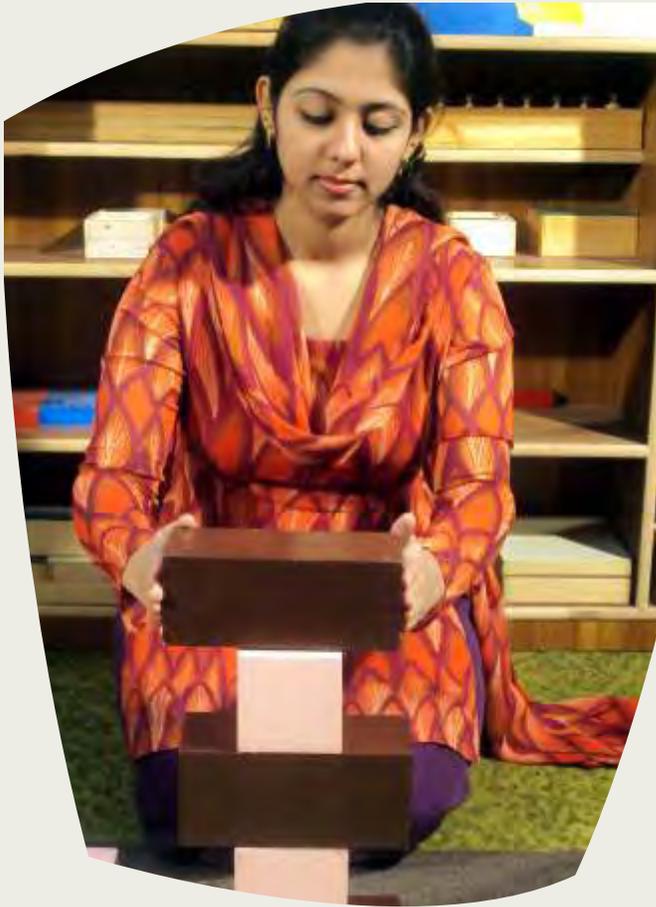
3+ years

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