

FIELD STUDIES

THE ABSORPTION OF THE ENVIRONMENT IS AN INTELLECTUAL ACTIVITY. IT IS A PSYCHIC NECESSITY THAT THE CHILD EXPLORES THE ENVIRONMENT; IT SATISFIES HIS SPIRIT.

Maria Montessori



Maria Montessori believed that place-based learning is necessary to the development of adolescents because it offers them an opportunity to connect with and understand the world around them in a meaningful way. According to Montessori, adolescents have a natural inclination to explore and make sense of their environment, and place-based learning harnesses this curiosity to facilitate their overall development.

Montessori believed in the development of the whole child, which encompasses cognitive, social, emotional, and physical aspects. Place-based learning addresses this holistic approach by integrating various disciplines, fostering social interaction and collaboration, promoting emotional growth through connection with nature and community, and encouraging physical activity and outdoor experiences.

The needs of the adolescent are considered with great care as we plan our field studies.

Yearning for deep connection. During our field studies, students may connect deeply with themselves, with others or with nature.

The longing for silence and solitude. Silence is a time to escape the “busyness” of our everyday life. During SOLO, a walk in the woods, or visiting a memorial in Washington D.C., is a time for reflection and rest.

The search for meaning and purpose. Field studies allows our students to engage with their local community and environment, making connections between what they learn in the classroom and the world outside thus providing relevance to what they are learning.

The hunger for joy and delight. Field studies promote curiosity. Adolescents learn best by actively engaging with their environment and using their senses to explore, observe, and interact with the world around them.

The creative drive. When students are able to develop a new idea, work of art, a new discovery, they feel the awe and mystery of creating. Field studies provide opportunities for hands-on experiences, enabling adolescents to develop practical skills, critical thinking, and a gateway to see the world through new lenses.

The urge for transcendence. Adolescents are at a stage of development where they are seeking independence while transitioning into adulthood. Field studies support this transition by giving them opportunities to take responsibility for their own learning and decision-making. Through fieldwork, research projects, and community engagement, they develop self-direction, time management skills, and a sense of responsibility for their own education.

Maria Montessori believed that place-based learning provides adolescents with a rich and meaningful educational experience that aligns with their developmental needs, fostering their curiosity, independence, responsibility, and connection to the world around them. By grounding their learning experiences in real-life contexts, adolescents can develop a deep understanding of concepts, practical life skills, and a sense of purpose and agency as they navigate their transition into adulthood.

This year, we will be participating in three field studies that align with our cycle themes.

1 Foundations

Students will visit Camp Pawapi where they will participate in team building challenges that help us build the foundation for our CMS community.

2 Identity

Students will participate in a rock climbing experience in which they will challenge themselves in new ways. Students will discover that taking risks allows them to grow in their confidence in themselves.

3 Connections

Students will be visiting the Detroit Institute of Arts where they will be identifying artifacts that relate to their study of ancient civilizations. Students will be asked to think about how their own lives connect to the past and how they will help shape the future.

We look forward to sharing these experiences with your students!

