



Imagination

Human consciousness comes into the world as a flaming ball of imagination. Everything invented by man, physical or mental, is the fruit of someone's imagination. In the study of history and geography, we are helpless without imagination, and when we propose to introduce the universe to the child what but imagination can be of use to us? Montessori, Maria (1989). To Educate the Human Potential: The Clio Montessori Series. Oxford, England: ABC-Clio Ltd.

There is a difference between memory and imagination. Memory is the process of recalling a previous experience, recalling the exact copy. Imagination is the power of the mind to form an image or concept of something that is unreal or not physically present. There are 3 phases of imagination. First, the human mind gathers images from the experiences. Second, the mind matches and relates the image to previously gathered images and experiences. Third, the mind recombines the gathered images into new constructions. What will support the development of imagination is experience. In Elementary it is through stories, presentations, activities, and big great work.

This week the Elementary environments exploded with activities supporting the development of imagination. In Upper Elementary students were finishing up the study of plant and animals cells and made edible "pizza cells." Other children had the exciting opportunity to examine the internal parts of a real frog specimen. Children gathered all around to witness the activity. Other children in Upper Elementary were preparing for the GeoBee on Friday. Children researched rivers, mountains, capitals, and countries. Some of the children had a wonderful time exploring cubing or exploring angles.

In Lower Elementary children had fun searching for words in our world that follow the spelling rule for double consonants. Others worked on alphabetizing lists of words. After hearing about the Great Story of the development of the written language last week, children looked at books written in different languages and marveled that those using a non-Latin alphabet were utterly undecipherable. An impromptu lesson came about when a young student brought in a cocoa bean for Trista to try.

This led to the investigation of the history of chocolate and the children were going to explore eating through the timeline of chocolate!

In both Upper and Lower Elementary book groups were also seen in various locations throughout the Elementary wing. Discussions about literary passages could be heard all around.

Of course, so much more happened in the environments but even these few examples reveal how Cosmic Education and the teacher's guide the development of the creative imagination.

With Peace,

Lisbeth and the Elementary Team