

Montessori Primary

MONTESSORI PRIMARY

Curriculum Integration 2



Addla Montessori

The Study of Humans

The Timeline of the Hand

This story is about the special gift of the human hand and is presented after the Great Lesson of the Coming of Humans has been given



Material

The material is made up of a piece of black fabric measuring 30 centimetres by 3 metres with a picture of a hand holding a hand axe in the centre. There is also a strip of red material at the end just 1 centimetre by 30 centimetres. The material is wound around a dowel, it also has a white marking every 15 metres (2.5 centimetres long by 2mm wide)

This is an impressionistic way to communicate to the child the amount of time man has been on earth. The black material in total represent one million years and the red approximately the last 4000 years, each white marking represents 50,000 years. The hand axe represents the basic stone tool used all over the world.

The Story

Slowly unwind the time line

Curriculum Integration 2

‘Remember we talked about the earliest humans on earth? We learnt how these earliest humans had the ability to love others. These earliest humans lived in a very harsh environment they had a very basic shelter and foraged for food and water.

Imagine what their life was like. Think about the lives of those early humans. At sunrise, they wake up, get down from the trees to find water to drink, they are foraging for food, they are napping in the sunshine, playing with their children and then they return to the trees to sleep.

When you get to the hand...

WAIT... Something has happened!... It took humans all this time (*spread your hand across the exposed timeline*) to develop tools.

The use of tools changed the life of humans forever. Now the humans are more in charge.

Point to the picture of the hand holding the tool on the timeline.

This hand holding the tool allowed them to adapt to their environment. They could protect themselves. They could eat more meat which gave them more energy and more time. If it was cold they could sew clothes; if they were hungry they could hunt; they could use fire to keep warm and provide protection at night. Life became more pleasant. They began to wander. They developed speech. They inhabited every continent except Antarctica.

The world then crashed into another ice age and humans almost died off. Homo sapiens now began their journey to inhabit the Earth.

They could now communicate their needs and plans to each other. After a very long time they found ways to write down their stories and what had happened so that nothing would be forgotten.

Early Humans - The First Timeline

Unroll the timeline and begin to discuss the things on the timeline.



Curriculum Integration 2

Look at what we have here: there are big icicles at the top of the timeline. They represent ice ages on the earth. Do you remember in one of our earlier stories we talked about human beings coming during a period of time when it was very cold on earth? Yet they had to find a way to survive. In between the ice ages, things on earth would warm up. Here we have a very long stretch of time when things could warm up on the earth. When this happened more and different kinds of plants could grow. We can see that represented here by these little trees. We know that the early human beings used rocks to make some early tools. Here we see a man picking up a rock, probably looking for a particular kind of rock that he could use to do the job for which he was seeking a tool. Here we can see a man working on a rock, perhaps working to change the shape of that rock. We can see a point on this rock down in front of him; maybe he is trying to make a point here on this rock.

They used stone tools for all kinds of different things. Here we can see people cutting down a tree= maybe they were going to use the tree trunks to build a shelter for themselves. Here it looks like these people are using stone tools to cut meat from this animal. Early people had to eat just as we have to eat. Here we can see this person eating a piece of raw meat. That's how they must have eaten their meat in the beginning.

But as we look down here, we can see fire. We don't know exactly when human beings learned to control fire or to make fire, but here it looks like they are trying to make a fire and imagine what a difference fire made for early human beings. They could now cook their meat rather than eating it raw. Fire also helped them because it also tended to keep the animals away. If we look down here, we can see a group of people cooking some meat over the fire and a big animal back here looking down on them, but probably not getting any closer because that animal would be afraid of the fire.

Curriculum Integration 2

Human beings also needed shelter to get out of the snow or rain or wind. We think that they probably used caves like we see indicated here for their early shelters. But imagine how dark it was in the cave until they had fire to provide light. Human beings also needed to figure out a way to clothe themselves. Human beings didn't come with clothes and these early pictures show picture of people without any clothes. But after a while, they figured out how to make coverings for their own bodies using the skins and furs of animals. We can see that here in some of these pictures.

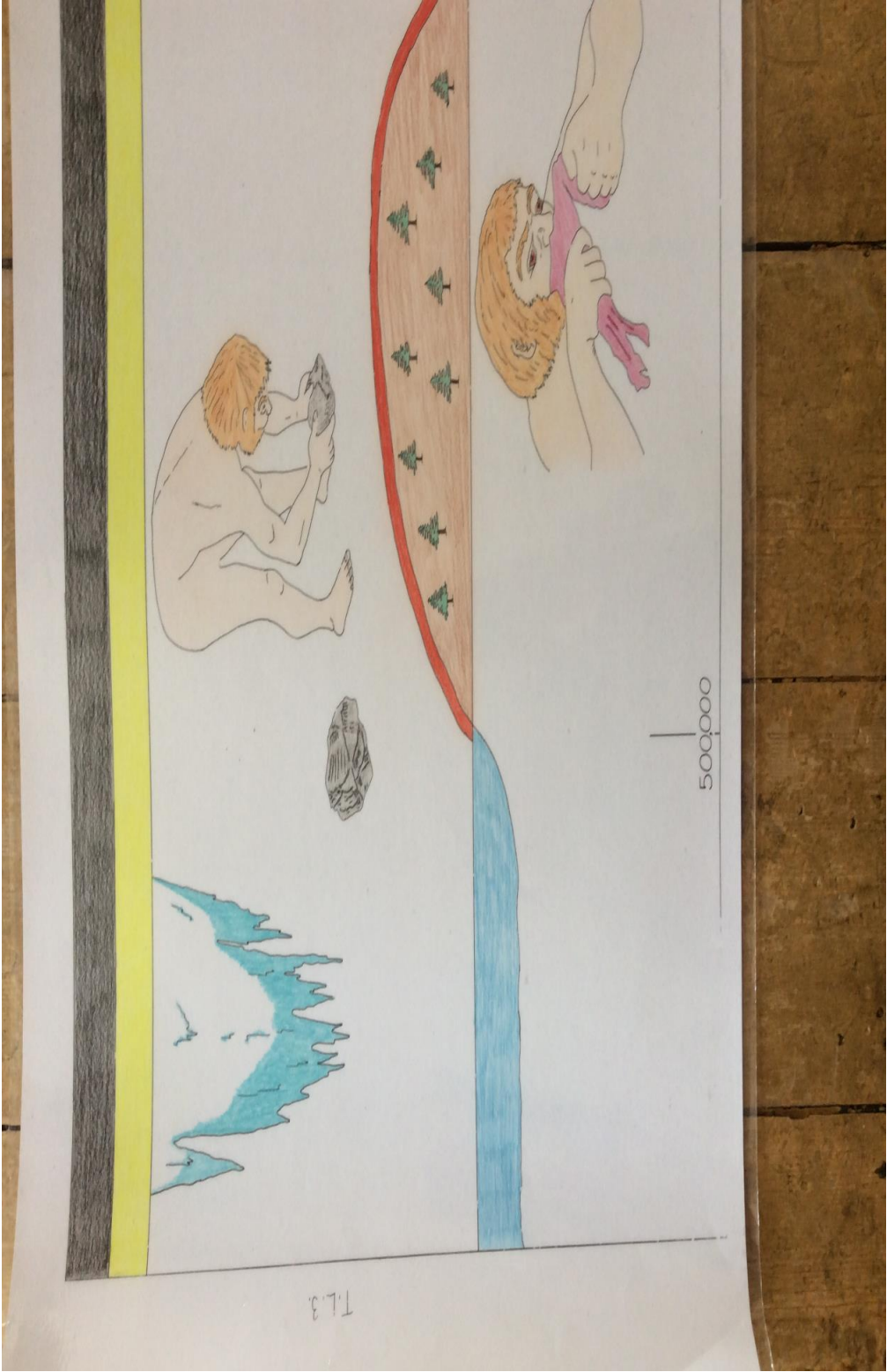
Remember we've also talked about some of the big animals that lived during this early time: the woolly mammoths, the woolly rhinoceroses, cave beasts. We can see a few of them pictured here.

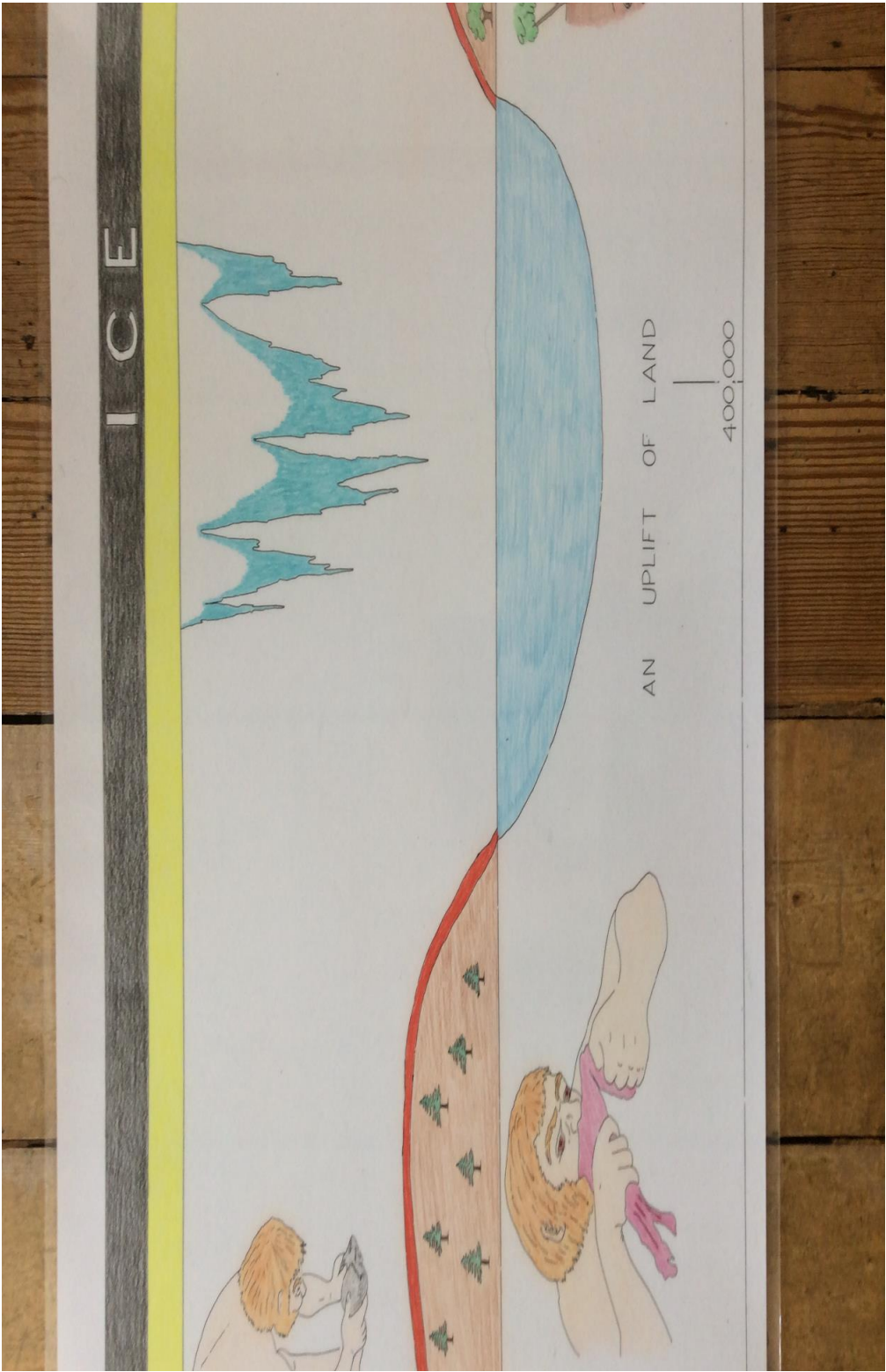
Note: You can come back another day and hold another discussion about this timeline with the children. You can introduce the Fundamental Needs Chart to the children and use it to discuss the lives of the first human.

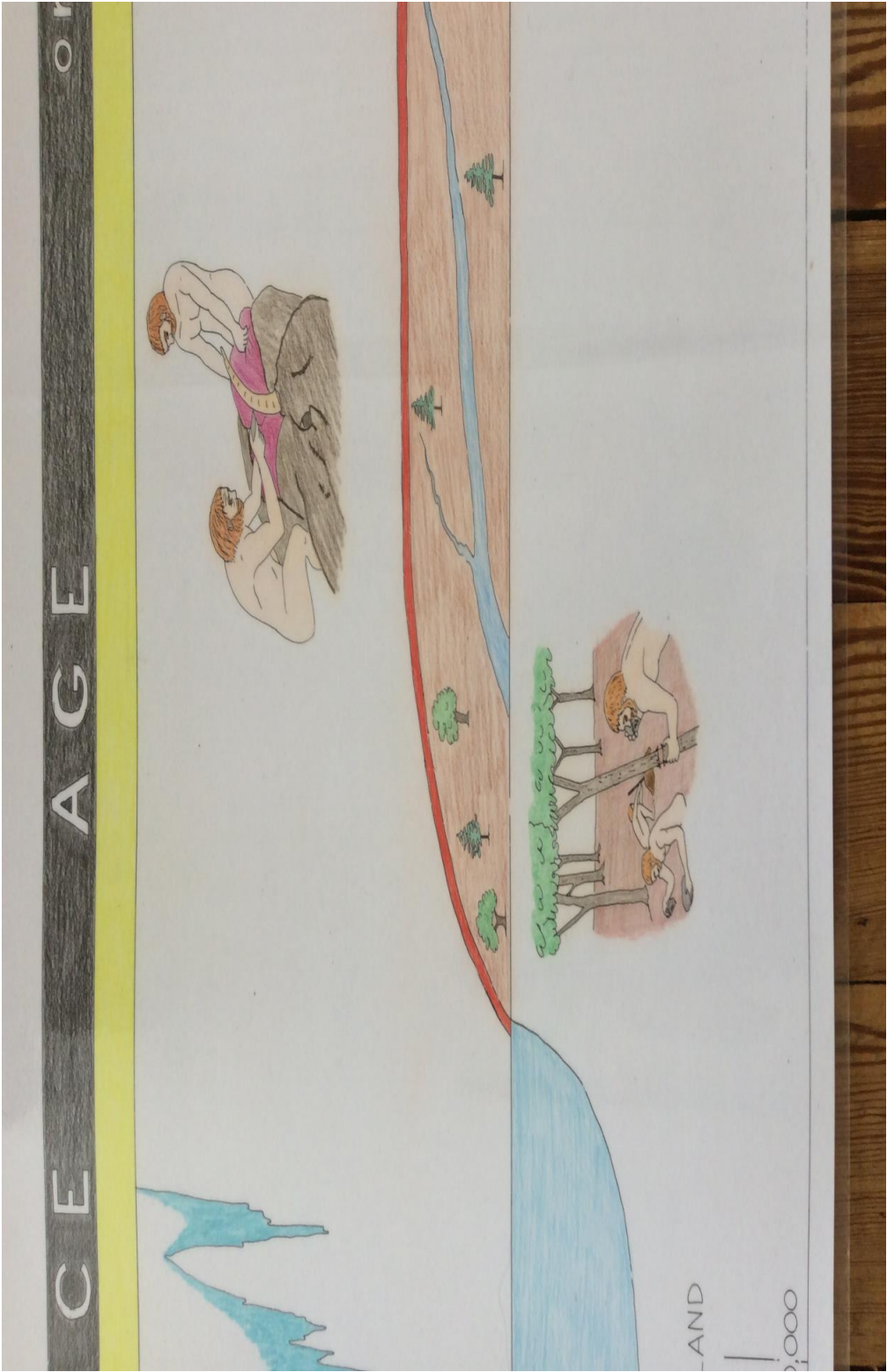
It is important not to give all information, it must never be an exhaustive introduction so that you leave room for further exploration and this is not just in terms of deeper exploration, but exploration because they want to find out more. Remember we are igniting their interest so they can learn to seek knowledge. We are not opening their brain up and pouring in information.

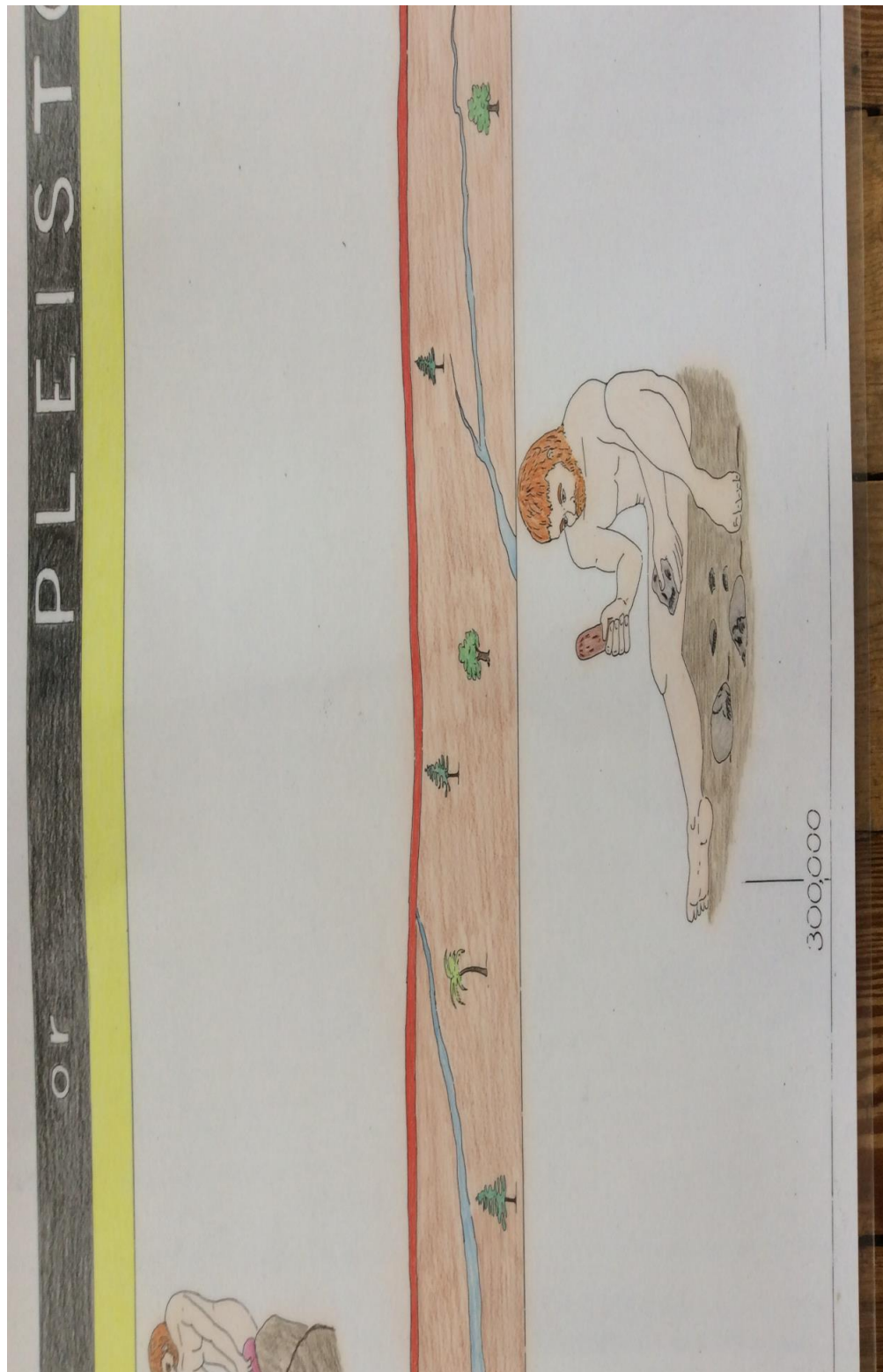
The children may decide to study the use of stone throughout human history or look at other tools man developed with other materials. Remember provide them with enough information.

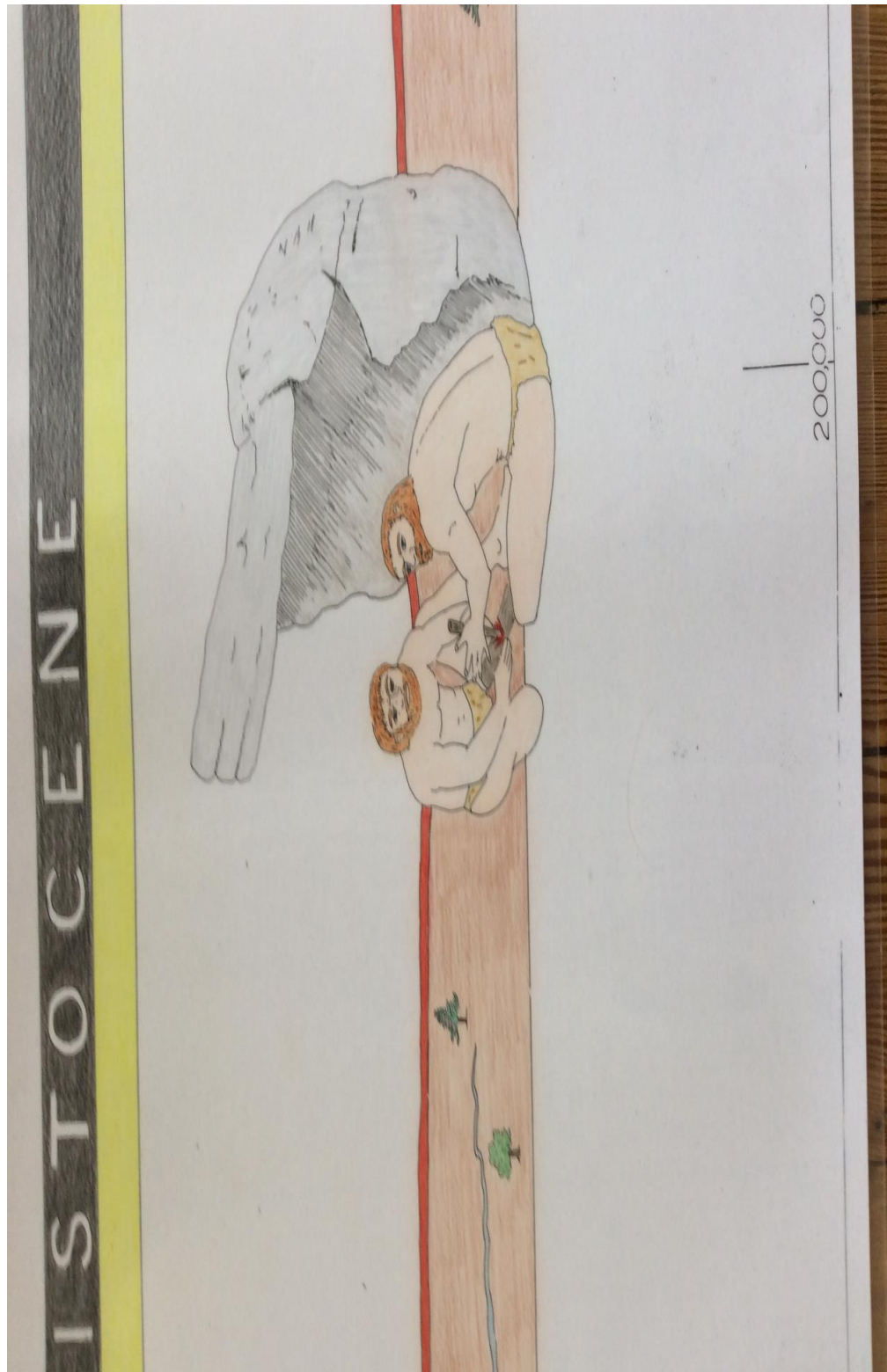
Curriculum Integration 2

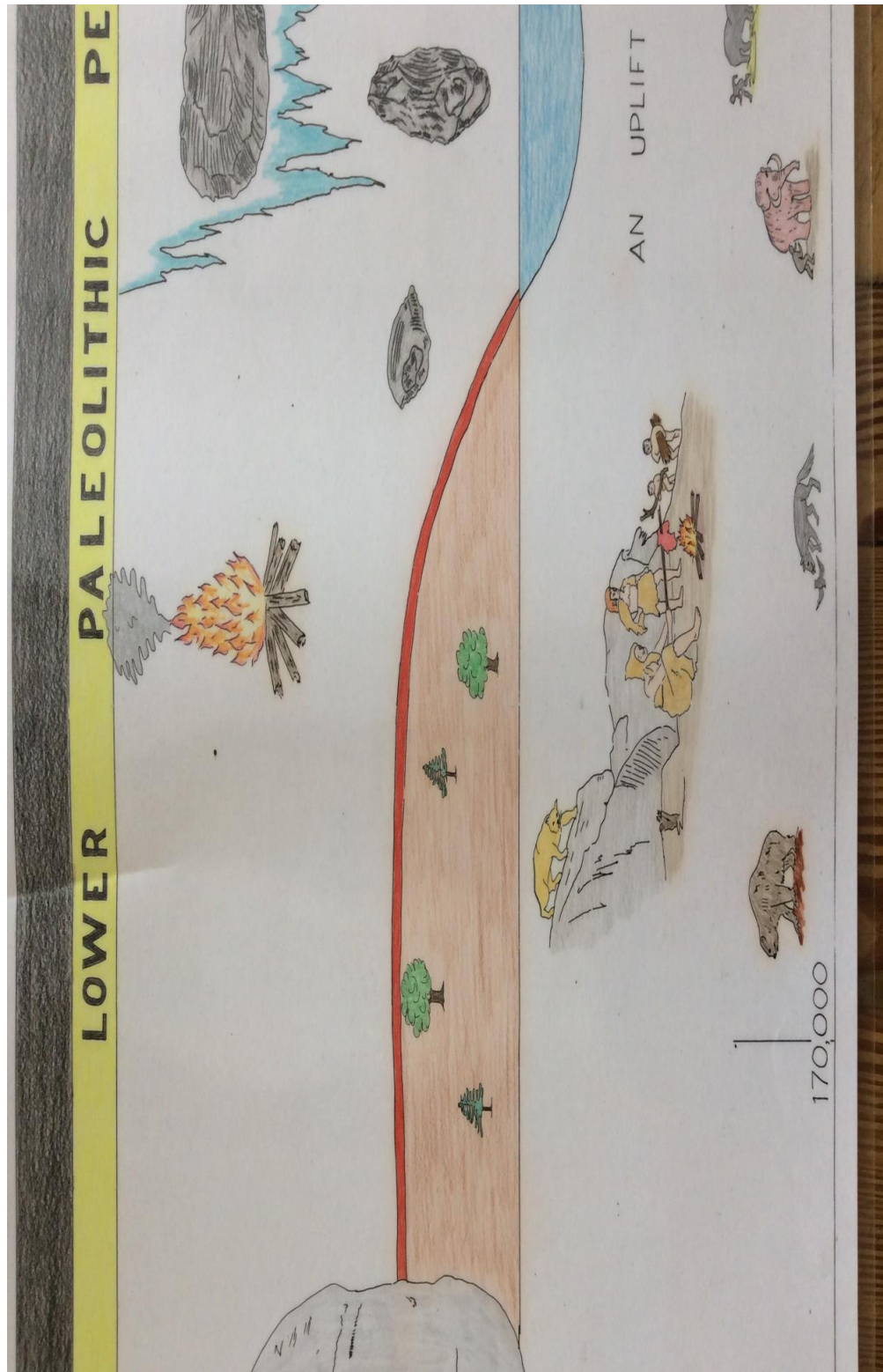


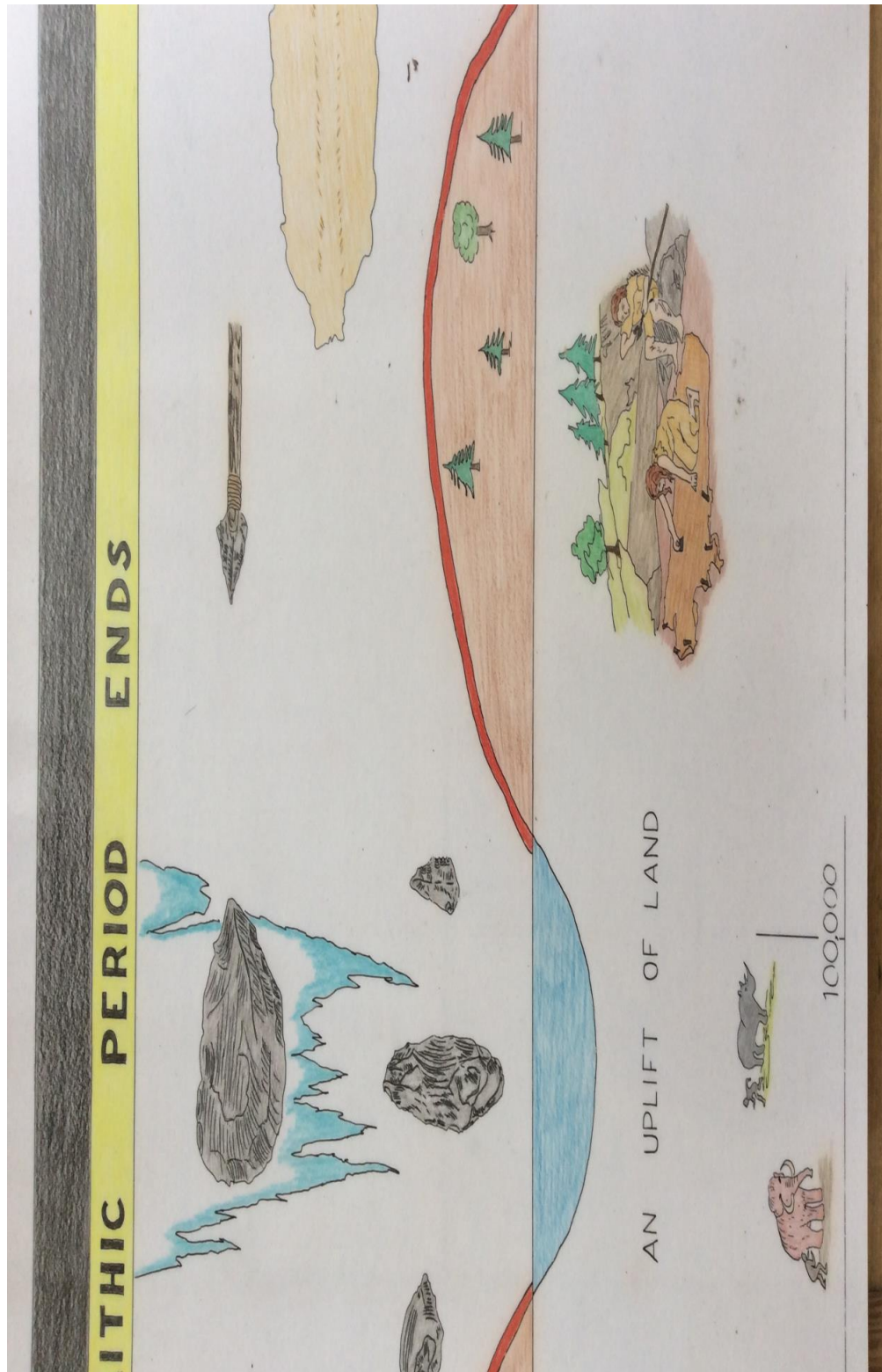




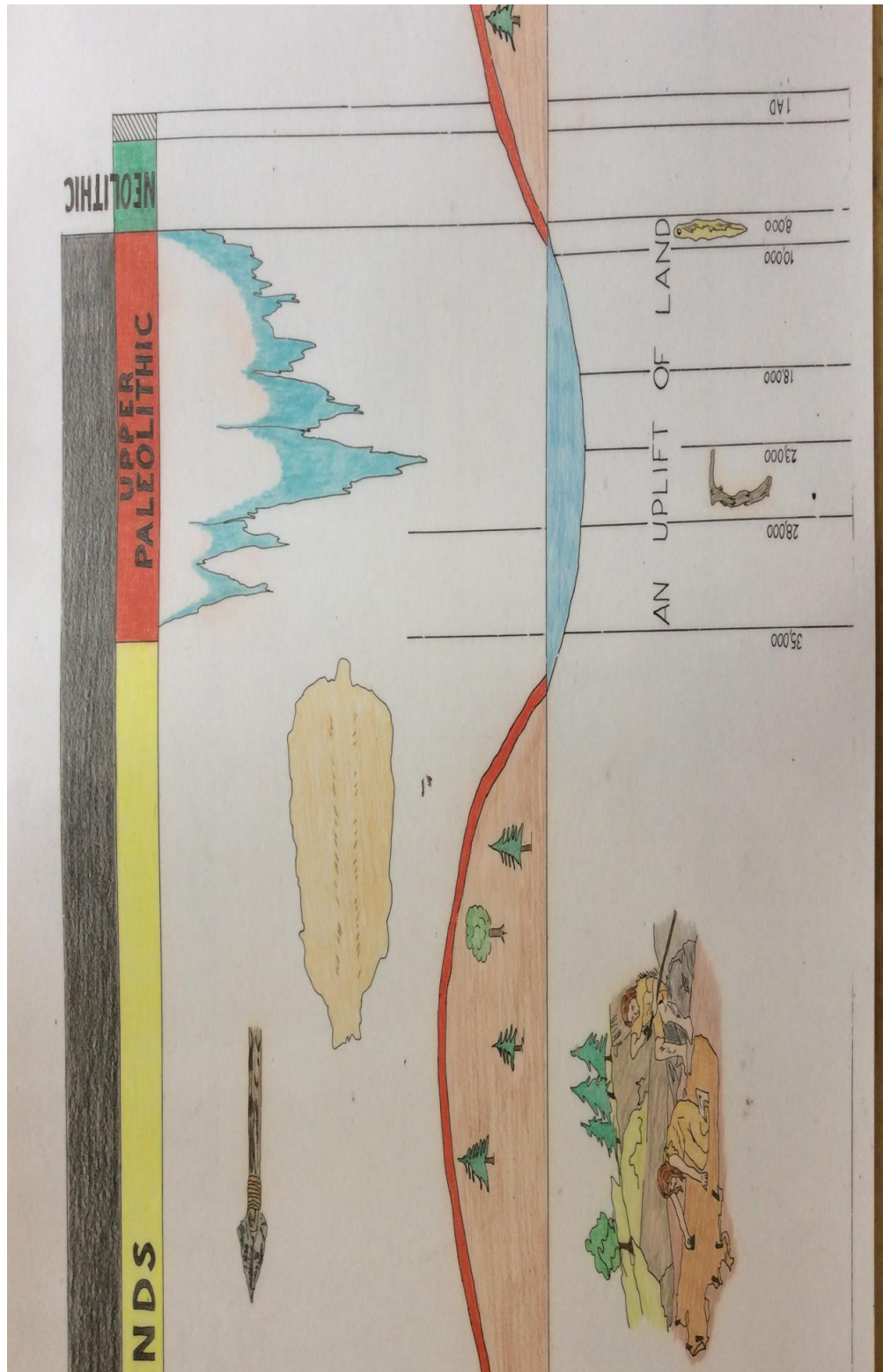








Curriculum Integration 2



Curriculum Integration 2

