

Horizontal study of Human Needs

Aim: To understand how one need is satisfied over time (by different peoples in different places).

Prerequisite: BC/AD timeline

MATERIAL:

- Stage of Civilization cards (download [here](#))
- A picture of the child's house with a label saying "our house"

Notes:

The cards for each fundamental need should be numbered on the back in order from the oldest to the newest (e.g. cave is #1, skyscraper is #8)

The narrative on this page is an example based on an old material, and may not match your cards exactly. **Please practice with your materials and adjust the narrative accordingly.**

Example: Horizontal study of dwellings

First Stage:

- Bring out a Sun picture and place it on the table or rug. Discuss how it represents what happened 2020 years ago, which was that Jesus was born. That's why we have BC and AD (or BCE and CE if you prefer).
- Take out a picture of your house and put it on the workspace.
- Were the other houses we looked at built before your home or after?
- Start putting the cards in two piles to the left and to the right of the child's home, depending on whether each house was built before or after the child's home.
- We have more "befores" than "afters". Let's order the "befores", only guessing.
- Do you think the lake dwelling might have been quite a long time ago? Yes. Put it towards the left.
- Continue with all the other "before" cards, going by what the children guess and discuss. There is numbering on the back, which the children can check when they are done.



- Place the Sun around the time of the Roman house, which is around when Jesus was born.

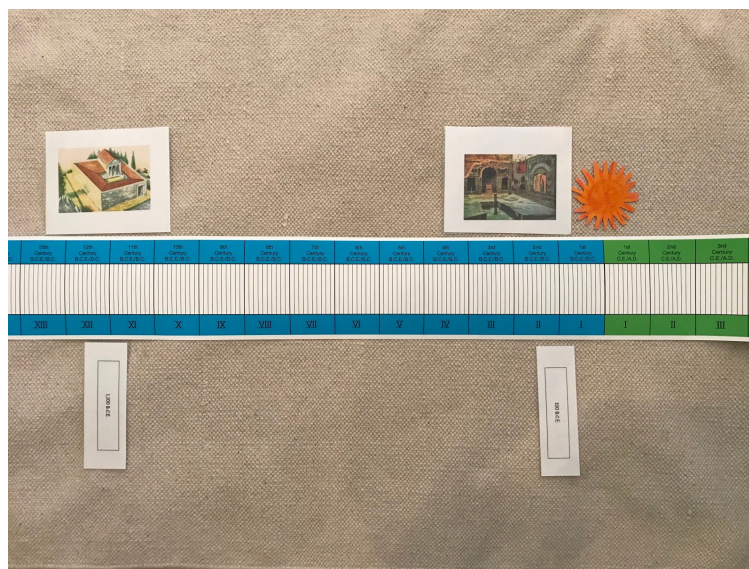
Second Stage: after the children have done the “first stage” work with several FHN card sets

MATERIALS:

- The folders hold the same name slips as the classified nomenclature work that was used in Stages of Civilization work, but one end of the name slips is shaped like an arrowhead. On the back of each slip is the date (in centuries) that corresponds to each picture (i.e. each dwelling style)
- Timeline of Millennia (aka, BC/AD timeline - purchase [here](#))

PRESENTATION (using the example of dwellings):

- Revisit the timeline of Millenia with the children, using a little Sun to mark the division between BC and AD.
- Invite the children to put the dwelling pictures in chronological order (like in the first stage) with the label above each corresponding picture.
- Point out: We see them here at regular intervals (spread the same distance apart from each other), but that isn't really the case from a historical perspective. There are different time intervals between each type of dwelling.
- Roll out the Timeline of Millennia just below the picture of the most recent dwelling, and **unroll from the present towards the past**.
- Tell the children: ***We want to see where the dwellings fit in, with relationship to the timeline.***
- Take out the new folder with the arrow slips. Invite the children to substitute the arrows for the labels, with each arrow pointing vertically down, towards its corresponding picture.
- Flip over the cave arrow and invite the children to read what it says on the back: “since the beginning”
- We know that 10,000 BC, the earliest date on the timeline, is not the beginning of human existence. Therefore, we have to put the cave card much farther away. Put it in one extreme of the room.
- The next is the straw hut. The arrow says 10,000BC. Place the arrow at the first red mark on the timeline, with the arrow pointing to the timeline and the picture card above the arrow.
- Continue with the rest of the cards.



Follow-Up Activities:

- Explore the other card sets in the same manner.
- Creating a timeline of any human need on paper (provide large roll of butcher paper)
 - Learn how to guide children to make a timeline [here](#).
- Explore timelines in books: [Timelines of Everything](#)