

CHRIST AS THE CENTER OF WESTERN HISTORY: B.C./A.D. OR B.C.E./C.E.

Material

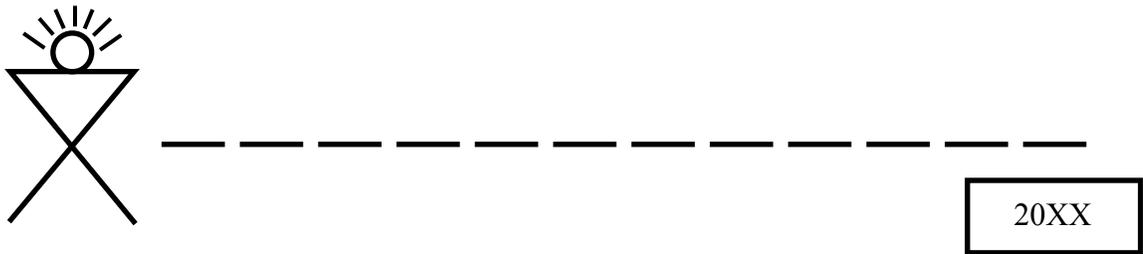
- Golden bead material - unit beads
- Hundred chain
- Two thousand chains
- The Calendar (to locate time in space)
- Optional: BC/AD Timeline*

Presentation

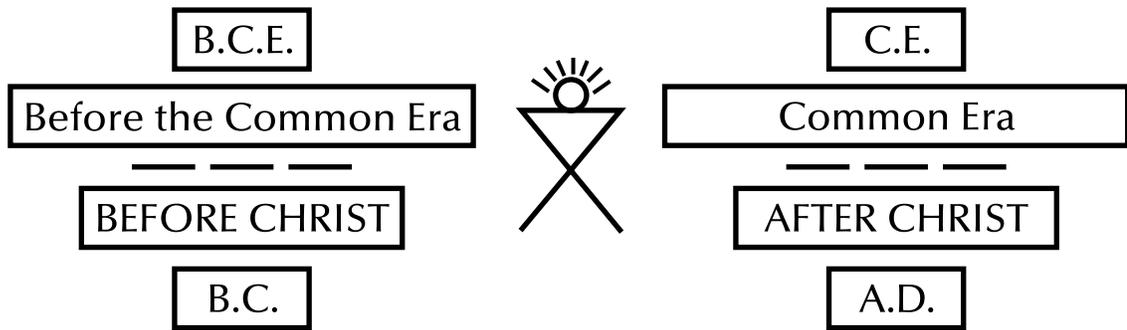
1. Ask a child to bring the beads and symbols for two thousand, present year. (Adjust to the present year, 20xx.)
2. Lay the beads on the rug and count them. Note that we have counted in beads the same number as the year in which we are living.
3. Ask why the number of our year is 20xx. When we talk about the age of the universe, we say millions of years have passed since the formation of the universe. Something very important must have happened 20xx years ago, something so important that we start counting the years from that event. Two thousand and XX years ago, Jesus Christ was born.
4. Read the story of the birth of Jesus. Express this historical fact in very simple words in order for the children to understand.
5. If one could put all the beads in two thousand cubes in a line, one would have two chains of 1000 beads, and if one could add XX(for present year) unit beads, one would have two thousand XX beads.

8. Tell the children that this long line of beads represents all the years since the birth of Christ.
9. Count the beads by tens or by hundreds, depending on the interest of the class.
10. At the end of the chain, on the left, place a small nativity scene, and tell the children that this point on the line represents the time of the birth of Christ.
11. Count to the right, and at the end of the chain, on the right, place the symbol: 20XX (present year).
12. Explain that the earth existed for many centuries before the birth of Christ. We will use beads to represent the time before Christ.

NOTE: If space does not permit the use of two chains of 1000 described above, two chains of 100 can be used instead. In this case, one bead represents 10 years and a ten bead bar represents 100 years. The years after 2000 cannot be represented with beads.

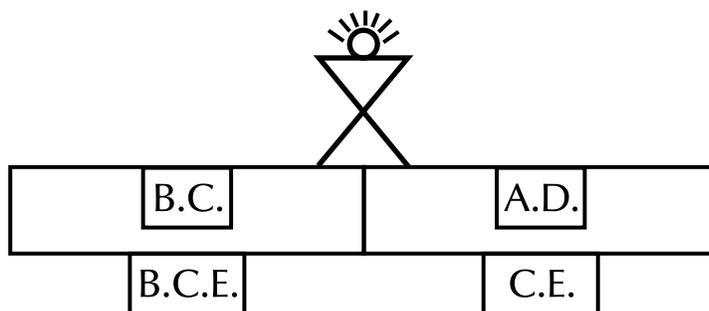


13. If the thousand chains were used to represent the time after the birth of Christ, it is necessary to exchange to the hundred chains before proceeding.
14. The line of beads representing the time before Christ should be longer than the one representing the time after His birth, because the time before Christ is longer than the time since. We do this to make the children understand that history doesn't begin with the birth of Christ. There is a long history before Christ. Therefore, lay out the thousand chain(s) to represent the time before



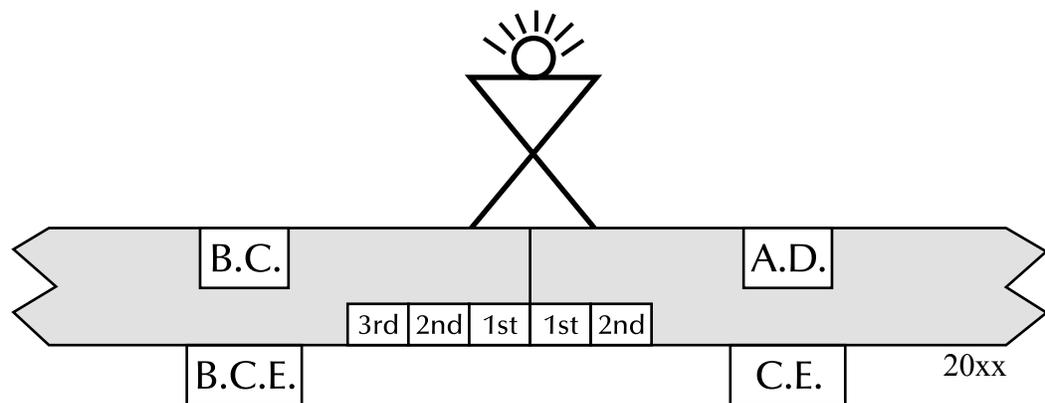
Christ was born.

15. Explain the term used for the years before Christ's birth: Before Christ or B.C. This time is also referred to as Before the Common Era or B.C.E.
16. Explain the term for the years after Christ's birth: Anno Domini (Latin: the year of the Lord) or A.D. This time is also referred to as the Common Era or C.E.
17. Write these terms on labels and place them on the time line.
18. Explain the use of the abbreviations B.C. and A.D. (or B.C.E. and C.E.). Write these abbreviations on slips and replace 'Before Christ' and 'Anno Domini' with B.C. and A.D. (or 'Before the Common Era' and 'Common Era' with B.C.E. and C.E.)
19. Introduce the use of the cardboard time line. The time before the birth of Christ is represented in green which signifies hope; the time after the birth of Christ is represented in red, which signifies love.

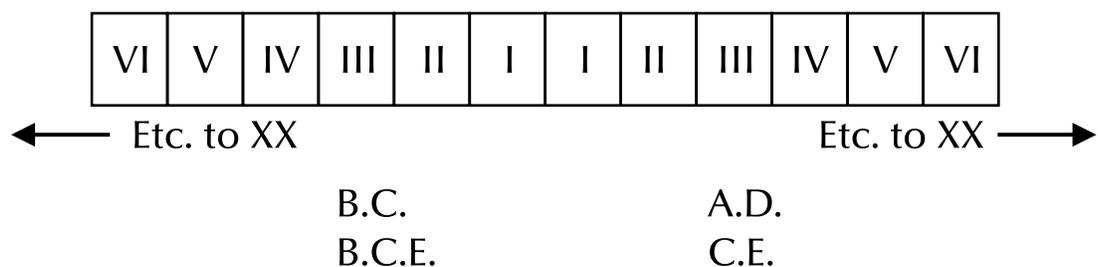


20. Place a card representing the current year at the end of the time line.

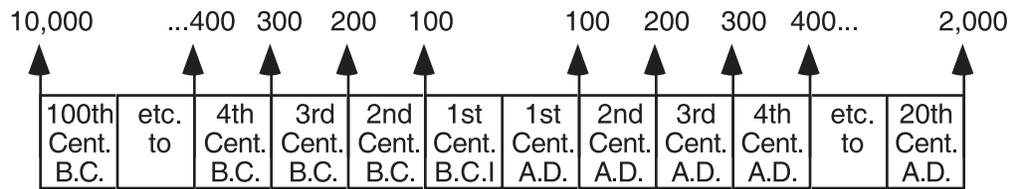
21. Then place a card on the time line for each century before Christ and each century after His birth. Place the card for the first century B.C., the first century A.D., the second century B.C., and the second century A.D. Continue to the twenty-first centuries B.C. and A.D. We are not making a presentation of history but illustrating that there is time before the birth of Christ and time after. Christ is the center of Western History. We are comparing the centuries B.C. and A.D. There were many centuries before the twenty-first century B.C.; there will be many centuries A.D. For this reason, both ends of the chart are fringed to show that it can be extended.



22. Show the reverse side of the cards of the centuries where the century is written in Roman numerals. If this is the first time the children have seen Roman numerals, some explanation will be necessary. From the math area, make a presentation of Roman numerals.
23. Have a prepared time line to present to the children at this point. This time line reproduces all that has been done with cards on the first time line. It represents the centuries in Roman numerals from the 21st century B.C. (B.C.E.) to the 21st century A.D. (C.E.)



24. Now the children are prepared to see their first historical time line: one which extends the time before Christ to the 100th century B.C. (B.C.E.).



Activities

1. In other civilizations, years are measured and counted differently. For example, Hebrew, Chinese, Islamic. What year is it now in these other civilizations? What event began their counting of time?
2. Acquaint the child with terminology of grouped years and illustrate with the golden beads: decade, century, millenium.
3. The child creates a time line and puts it in the history notebook.
4. The child creates a Hebrew Time Line - Birth of Abraham.
5. The child creates a Chinese Time Line.

Aim

Direct

To enable the child to be oriented to time: to past, to present, to future.

To help the child to be oriented to historical dates.

THE CONCEPT OF HISTORY: FUNDAMENTAL NEEDS OF PEOPLE

Introduction

We as educators must know humankind first of all. We must know how humans through tendencies and needs, fill what Dr. Montessori has called the two territories: material and spiritual. All people have a common need: the desire to survive. This desire for survival determines identical needs, common to all people: material needs having to do with physical well-being in all its aspects, and spiritual needs having to do with discovering the reason for human existence.

The need to know origins and goals has created in humans the need for the divine, which is a conscious presence. Just as people have developed various ways to satisfy physical needs, so also various religions have been created. We can consider that people, without regard to place and time, have similar needs, satisfied in different ways. The knowledge of these various aspects of human life demands historical and sociological research. It is important to study this with the children; it is important to help them understand the differences between peoples and also the similarities.

Common Needs of People (Re: physical well-being)

1. Clothing: The need to dress to protect from elements. The human does this with different clothes and different materials according to the climate. The style and color of clothing differs according to the climate, natural materials available, and social group.
2. Nourishment: Different groups have thought of different ways to nourish themselves. They depend upon the possibilities to acquire and produce food in the local area.

3. **Transportation:** The need to move from one place to another. With regard to this, Dr. Montessori says we should consider the value that people's feet had in the past. In ancient times, they were the sole means of transportation. Early people were obliged to walk long distances. Therefore, when a person was received as a guest in a friend's house, his feet were washed before he was served a meal. The next means of transportation were animals: camel, horse, elephant. The primitive boats were developed in regions where there were waterways. Only after the invention of the wheel were carts used for transportation. Previous to this, sled-like carriers were used in some areas.
4. **Shelter:** The need to develop dwellings to protect people from the elements. The first dwellings were caves. Gradually, people learned to build houses, first very primitive ones and later more and more complex ones. The type of shelter developed in an area was influenced by the climate and natural materials available, as was the clothing.
5. **Defense:** This need, as all the others, has become satisfied in more and more complex ways throughout the ages. For primitive people, it was satisfied in very simple ways.
6. **Health:** The need to maintain adequate health to preserve one's life. As the Montessori method is a help to life, we must help the child to adjust to the society in which she/he lives. This is why the Montessori teacher must know people. If we have a clear idea of people and the help nature gives, we will be able to help the child.

A seventh Fundamental Need is sometimes identified as:
7. **Communication:** Language is the natural means of communication. Scientific progress has provided many devices to help people communicate even when they are far apart.

FUNDAMENTAL NEEDS OF PEOPLE

