Human Development paralleled with World History Epochs

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Abstract: “HEY MORONS!! YOU MISSED SOMETHING!!”

The development of human cognitive abilities from birth to death shows a marked increase and steady decline in the brain’s capacity to store, process and facilitate information throughout a person’s life.

Likewise, the development of the human species as a whole, from its earliest known beginnings to its current forms, also shows a general increase both mentally and dexterously over a much longer period.

The developmental ratios of the two when placed side by side however, reveals an extraordinary insight proposed by Mell Lenz, that may give us an idea of what the future may hold for the development of our species.

In the following graph, we present these two micro and macro stages of evolution to show that we as a species, mirror the individual human development.

The intention is to show micro and macro sciences as a universal formula using human development as a guide.
<table>
<thead>
<tr>
<th>DEVELOPMENT</th>
<th>YEARS</th>
<th>HUMAN DEVELOPMENT ×&lt; EPOCH LINK</th>
<th>EPOCH</th>
<th>DURATION</th>
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</thead>
</table>
| Fetus       | 40 Weeks (shown in months) | 1. Conception  
2. Arms and legs form  
3. Ears, eyelids, and nose begins to form  
4. Fingers, toes and sex organs have fully formed  
5. Fingerprints formed  
6. Mother begins to feel movement  
7. Sex organs are visible  
8. Inner ear is developing and baby can sense position in the uterus  
9. Can now survive if premature  
10. All organs developed and now positions for birth | Paleolithic | 20,000 Years |
| Newborn     | 0-3 Months | A. Involuntary movement  
B. No diff. w/mother *2 work as 1  
C. Environment affects growth and development  
D. Senses are primitive to not overwhelm them. *only sees close *soft soothing sounds  
E. Doesn't understand what's happening  
F. Crying | Mesolithic | 2,000 Years |
| Infant      | 3-6 Months | A. Begin to understand cause+effect  
B. Separation as individual self begins  
C. Nurturing environment affects growth and development  
D. Senses expand farther *others can comfort  
E. Begins exploring objects  
F. Babbbling  
A. Control of movement *view of surroundings change  
B. Control of self as individual  
C. Safety of environment affects growth and development  
D. Perception of depth *fear of falling  
E. Manipulate object for full use  
*slapping hands *practices feeding  
F. Mimic sounds  
A. Full use of body  
*travel limited to “known” environment  
B. Aware of unique self *(disconnect from parent)  
C. Stimuli need for growth and development  
D. Understand things exist even if not visible  
E. Puts objects together  
F. Language forms | Neolithic | 5,000 Years |
| Baby        | 6-9 Months | A. Take full advantage of movement  
B. Full self awareness  
C. Environment, nurturing, safety and stimuli for growth and development  
D. Uses all senses to form routines/time  
E. Begins individual interaction with others  
F. Uses language to express needs, desire and understanding | Copper Age | 2,500 Years |
| Toddler     | 12-18 Months | A. Agility, balance, co-ordination and endurance  
B. Identify forms based on relationship with others  
C. Nurturing of feelings affect growth and development  
D. Gain information through senses  
E. Forms friendships *develops empathy  
F. Uses language to describe emotions | Bronze Age | 2,500 Years |
| Pre-school  | 2-5 Years | A. Agility, balance, co-ordination and endurance  
B. Identify forms based on relationship with others  
C. Nurturing of feelings affect growth and development  
D. Gain information through senses  
E. Forms friendships *develops empathy  
F. Uses language to describe emotions | Iron Age | 2,500 Years |
| School      | 6-12 Years | A. Agility, balance, co-ordination and endurance  
B. Identify forms based on relationship with others  
C. Nurturing of feelings affect growth and development  
D. Gain information through senses  
E. Forms friendships *develops empathy  
F. Uses language to describe emotions | Ancient | 2,788 Years |
| Adolescent  | 12-18 Years | A. Awkward developmental stage  
*back to little control over body (puberty)  
B. Mature sense of self questions values without losing identity.  
C. Peer support affects growth and development.  
D. Decision making and cognitive control  
E. Romantic relationships  
F. Language gives way to expression (creativity) | Modern | 2,500 Years |
| Young adult | 20-45 Years | A. Free to move anywhere  
B. Actively living within identity  
C. Economic stability for growth and development  
D. Becomes confident in decisions  
E. Reproduction  
F. Expression gives way to passions | Contemporary | 2,500 Years |
| Middle age  | 30-65 Years | A. Mobility begins to diminish  
B. Identity defined by activities  
C. Stimuli needed to maintain development  
D. Senses begin to diminish  
E. Care for others *children and parents  
F. Passion turns to hobbies | | |
| Old age     | 55+ Years | A. Mobility becomes difficult  
B. Comfortable with self/isolation  
C. Peaceful environment  
D. Intuition takes over  
E. Community  
F. Prefer silence | | |