

# What is a Civilization? A case study on Çatal Höyük

## AUTHORS:

Sarah Arneson, Central High School, Saint Paul, MN. Email: Sarah.arneson@spps.org

Kim McVey, Arapahoe High School, Littleton, CO. Email: kmcvey@lps.k12.co.us

Bret Thayer, Arvada West High School, Arvada, CO. Email: bret.thayer@gmail.com

## INTRODUCTION:

**Guiding Question:** To what extent was Çatal Höyük a civilization?

**Teacher Background:** Çatal Höyük (*Chatal Hoy-ook*) is a Neolithic archeological site in south-central Turkey which existed roughly from 5400 B.C.E. to 7500 B.C.E. Since the beginnings of its discovery in the 1950s and excavation by James Mellaart in the early sixties, much has been discovered about this Neolithic community but many questions remain: What kind of government did it have? What religion did the people of Çatal Höyük practice? Did they have social classes? How did they interact with other groups around them? Why was the site abandoned? What is unknown about the people of Çatal Höyük is almost as important as the evidence of their lives they left behind.

Çatal Höyük, therefore, presents an interesting study for students of history as it lies between the hunting-gathering communities of the Paleolithic period and the first cities of Sumer in Mesopotamia. Where exactly, Çatal Höyük falls into the historical record, is a matter of some debate among scholars. Is it one of the first cities? Does it warrant the designation 'civilization'? Students will have an opportunity to examine the evidence discovered at Çatal Höyük and decide for themselves whether this community can be best characterized as pre-civilized or civilized.

## LEVEL:

This lesson is intended for 9-12<sup>th</sup> grade world history students. Readings could be modified for use at the middle school level. Additional vocabulary support for text would be necessary. An additional day for the following activities would be recommended for the middle school level.

## CONNECTION TO STANDARDS:

This lesson works to address components of the following standards:

Minnesota Social Studies Standard 8: The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems.

- 8-1. Describe the development, characteristics, and decline of civilizations in Africa, East Asia, and South Asia; describe their interactions.

Colorado Social Studies History Standard 1: Develop an understanding of how people view, construct, and interpret history.

- 1-1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.

**TIME:**

This lesson could be taught in three 30-45 minute class periods or adjusted for two 1 hour classes.

<b>Part I:</b> Pre-civilized vs. Civilized Societies	Time Required: 30-45 min.
<b>Part II:</b> Çatal Höyük: A Case Study of a 9,000 year old Neolithic Village	Time Required: 30-45 min.
<b>Part III:</b> Final Analysis/Assessment (Essay): To what extent was Çatal Höyük a civilization?	Time Required: 30 min. (or may be assigned as homework if time is limited)

**LESSON OVERVIEW, PURPOSE and OBJECTIVES:**

First, students will be able to come up with a working definitions of “civilized” vs. “pre-civilized” by examining what elements make up a “civilized” society vs. what elements make up a “pre-civilized” society. Next, students will apply these definitions as they examine the findings from the archeological site of Çatal Höyük. Finally, students will make their own determination as to whether this society meets the “civilized” standard based on the evidence.

**KEY WORDS:** The following terms will be addressed throughout this three part lesson.

Pre-civilized	Civilized	Primitive
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**PART I: Defining Our Terms: ‘Civilized’ vs. ‘Pre-civilized’****Materials:**

- Handout 1-1: Reading “Primitive Culture and Civilization” by Carlton J.H. Hayes
- Worksheet 1-1 P.E.R.S.I.A Chart

**Part I: Procedure:**

## 1. Teacher led Discussion:

a. “When you think of the word ‘civilized’ what images or words come to mind?” What would these cultures look like?” (Brainstorm and record responses on board under the heading ‘civilized’). “What images or words come to mind when you hear the term ‘primitive’ or ‘pre-civilized’? What would these cultures look like?” (Brainstorm and record responses on board under the heading ‘primitive’/ ‘pre-civilized’)

b. Distribute reading: “Primitive Culture and Civilization” by Carlton J. H. Hayes. Have students read the first three paragraphs.

c. “What do you think of the term ‘primitive’? vs. the term ‘pre-civilized’? Are there cultural biases with this word? How would members of a tribe feel if the academic world labeled them as ‘primitive’?” (Students may identify some bias or negative connotations with this word and prefer to use a less biased/more neutral term ‘pre-civilized’).

2. Reading: “Primitive Culture and Civilization” by Carlton J.H. Hayes

a. “Let’s now examine what elements make up a ‘civilized’ culture vs. what elements make up a ‘pre-civilized culture.’” Distribute worksheet 1-1 P.E.R.S.I.A. chart to each student. Students may be divided into two groups, ‘pre-civilized’ and ‘civilized’ with each group reading the entire selection and filling in elements of their society according to the reading.

(**Note:** P.E.R.S.I.A. is simply an acronym to easily compare cultures, see worksheet 1-1.

A culture’s technology may fall under the ‘intellectual’ category, for example. Students may have questions as to what information falls into which category; in this case, the class itself can come up with a consensus. Also, this method is flexible; while in this example, E stands for ‘economy’ it could also be used for ‘environment’.)

b. After students have enough time with the reading and taking notes, check for understanding as a whole group by writing these elements down on the board to ensure that students come up with a consensus of these definitions. Each student should have their P.E.R.S.I.A. chart completed, although there will be some blanks as some information is not available.

c. As a wrap-up to the activity, have students reflect on what elements make-up a pre-civilized vs. a civilized culture at the bottom of their worksheets. This will help them frame their thinking as they apply the findings from Çatal Höyük to these definitions.

d. It might be worthwhile to compare their previous ideas of primitive and civilized with Hayes’ definitions in a whole class discussion.

## **PART II: Çatal Höyük as a Case Study**

### **Materials:**

-Worksheet 2-1 Modified P.E.R.S.I.A Chart (1 copy needed for each student to record their findings. You may want to copy this worksheet back-to-back or two sided for additional note-taking space.)

-Handout 2-2: Case Study Materials: Çatal Höyük. These will need to be cut out and given to each member of the group where indicated (see below).

-Worksheet 1-1 (their notes from the previous lesson)

### **Part II Procedure:**

**Teacher Note:** If Part II is a new day, briefly review the previous day’s lesson and definitions for “civilized” and “pre-civilized.”

1. Teacher provides instructions for Çatal Höyük as a case study for better understanding what elements make up a civilization:

a. “Yesterday we worked on defining the terms “civilized” and “pre-civilized” by categorizing their characteristics on your P.E.R.S.I.A. chart. Today we will look at Çatal Höyük, a 9,000 year old Neolithic archaeological site in Modern Turkey. You will learn about this community by reviewing images and texts. Your task is to categorize what you read and see on a blank P.E.R.S.I.A. chart. Remember the goal of this lesson is to apply our definitions from yesterday to the findings of the archeological site of Çatal Höyük: according to the evidence, is Çatal Höyük a civilized or pre-civilized culture?”

b. **Optional:** Display images from the website of Çatal Höyük Research Project as a preview for the entire class: <http://www.catalhoyuk.com/index.html>

2. Teacher modelling and scaffolding: As a class, the teacher and students review one text and image together and determine what information can be gathered from the image or text (see Çatal Höyük Case Study: Example 1). It will be important to convey to students that the information they read from the site may fall into more than one category. (For example, the Venus figurines may be both religious and artistic.) This thinking can be modeled by the teacher and added to the P.E.R.S.I.A. chart.

3. Divide the class into thirteen groups. Next, provide student groups or individuals with copies of Case Study: Çatal Höyük (Handout 2-2) which will need to be cut out where indicated. Remind students to read and view each item. Upon doing so, they should complete the P.E.R.S.I.A. chart with the examples they find in the images and text. Encourage students to think of placing as many examples as they can in as many categories as they can think of. (You may want to copy the chart back-to-back to allow students more room to take notes.) **Optional:** Since much of this text is at the college level, you might encourage students to use their cell phones to look up words rather than to ask you, otherwise decoding of some of these phrases and words will be necessary. Dictionaries may also be useful if you don't allow cell phones in your classes.

4. After students have had ample time to review images and texts and write down their interpretations on their P.E.R.S.I.A. chart, check for understanding by discussing what examples students used by having each group present their findings to the class. Have students reflect on their own whether the findings lead to a pre-civilized or civilized designation. They will need to refer to their previous P.E.R.S.I.A. chart to do this.

5. It might also be worthwhile to discuss what we don't know about Çatal Höyük as much as what we do know. Much of the information provided is conjecture by archeologists. History continues to be written as new techniques are used in this field. As Ian Hodder, the current lead archeologist of Stanford University put it, "What we have uncovered here is just the beginning. There are several other tells (mounds) waiting to be excavated by future archeologists. This makes this site and the field of archaeology so exciting."

**Teacher Note:** It's important to give time for student reflection and writing after each group presents. Students will tend to want 'the correct answer'; instead have them develop their own justifications backed up with specific evidence from the site. The teacher role is to clarify what artifacts are in the site and decode any vocabulary that the students don't understand. This process will help them in Part III where they will have to compose an essay with a thesis and use point-evidence-analysis format in their writing.

### **Part III: Students Take a Stand: To What Extent was Çatal Höyük a Civilization?**

#### **Materials:**

- Worksheet 3-1: Essay Outline
- Handout 3-2 or Handout 3-3: Essay Rubric

#### **Students will need:**

- Worksheet 1-1 completed P.E.R.S.I.A Chart (Notes from Hayes' description of civilized vs. pre-civilized)
- Worksheet 2-1 completed Modified P.E.R.S.I.A Chart (Notes from Çatal Höyük Case Study)
- Any additional notes from case study findings, web-site information, and/or presentations
- Notebook paper or word processor

#### **Part III Procedure:**

Following group presentations of their findings (with incorporated time for individual reflection), students will use the information from the presentations and their case study findings, in addition to Worksheet 1-1 P.E.R.S.I.A Chart and Worksheet 2-1 Modified P.E.R.S.I.A Chart to compose an essay. The essay will address the initial guiding question: **To what extent was Çatal Höyük a civilization?** Students will be asked to compose a thesis and use point-evidence-analysis format in their writing. An outline may be used for scaffolding to assist students in essay organization if needed (Worksheet 3-1). Students should be given the rubric that will be used for scoring (Handout 3-2 or 3-3) prior to writing to use as a guide.

**Teacher Note:** Rubrics may be modified to best meet classroom needs. Points have been included for easier scoring of categories, but could also be adjusted or removed. Students may be given time in class to complete this final writing activity, or if short on time, the essay could be assigned as homework. If time allows, you could incorporate a peer editing session or follow up discussion of their conclusions.

# Çatal Höyük Lesson Plan Appendices and Resources

## Çatal Höyük Lesson Plan

### Part I: Pre-civilized vs. Civilized Societies

#### Handout 1-1 Reading

#### PRIMITIVE CULTURE AND CIVILIZATION

by Carlton J. H. Hayes

Columbia University

At this point it might be worthwhile to pause a moment to consider two terms that have been used and will be used again in discussing ancient history. The terms are *primitive* and *civilized*.

Primitive and civilized describe kinds of human culture. (Culture is the way of life of a people, including their skills and techniques.) Primitive and civilized do not describe whether men are happy or unhappy in their primitive or civilized state, or whether they are morally good or evil. The terms, therefore, are not used to praise or blame. They are used merely to describe.

What we will see is that the difference between the primitive and the civilized lies in the nature of their cultures.

#### The Characteristics of a Primitive Society

A primitive group controls a small area of land. If the tribe is nomadic, it will occupy a few miles of pasture land in one season and perhaps migrate to another locality for the next season. If the tribe is settled, it may control a single river valley, while across the hills in the next valley another tribe will live.

A primitive group is illiterate. Writing systems are found necessary only by more complex societies than those at the primitive level. Simple systems of pictograms may exist in a primitive society, but there is no body of written literature. The legends of the past are transmitted orally and it is amazing how accurately such traditions can be preserved over many centuries.

A primitive society blends religion, warfare, and daily life into a social organization in which a few leaders stand out. There may be separate leadership for war and religion. A close unity among gods, men, and nature is felt by primitive groups. This unity expresses itself in customs that represent an ancient and admirably successful adaptation of the group to its particular natural environment.

The primitive economy is based on the nomadic tribe or the agricultural village and trade is by barter.

#### The Characteristics of a Civilized Society

The first characteristic of a civilized society is the city as a political, social, and cultural entity. The very word *civilization* comes from the Latin *civis*, meaning citizen of the *civitas*, city.

Agriculture exists in a civilized society. In fact, agriculture was the principal institution of every civilization in ancient times. Agriculture also exists in a primitive society, but in a civilized society the farmlands and the farm villages are subordinate to the city. The people of the farmlands reflect the culture of the city to a greater or lesser degree depending on their wealth and on the communications existing between the farming areas and the city.

A civilized society is large in population. A primitive society may be large or small. The Egyptian Old Kingdom, for example, had from one to several million people instead of a few thousand who lived in the same territory in earlier times.

A civilized society controls a large territory. The size of the territory will grow greater or smaller along with the ups and downs of the civilization's history, but at all times it will include many more square miles than a primitive society. Before Egypt was united, many small tribal groups occupied the land. Following unification, one people, the Egyptians, occupied the Nile Valley, the Nile delta, and other territory beyond.

The institutions of a civilization are so developed that they can be studied separately from one another. In other words, we can make separate studies of Egyptian government, Egyptian economy, Egyptian arts, Egyptian science, and so on. Specialization of labor also occurs in a civilized society in

which artisans and craftsmen can work independent of farming largely due to surplus agriculture. In a primitive society these institutions are so intermingled that one cannot be treated separately from the others. Labor specialization does not exist in a primitive culture that is dependent on gathering, producing, or hunting for food.

Civilizations are literate. They have writing systems to keep their records and to transmit their literature, history, science, and everything else pertaining to their way of life.

A civilization understands the use of metals and is capable of extracting them from native ores. Primitive groups may use metals, such as gold, that are found in a natural state and can be shaped easily, but generally primitive man will depend on tools and weapons of wood or stone that can be fashioned directly from nature.

Thus, it is evident that when we say that one society is primitive and another is civilized, we are not saying which is better, or happier, or best adjusted for the welfare of its people.

Çatal Höyük Lesson Plan  
Part I: Pre-civilized vs. Civilized Societies  
Worksheet 1-1 P.E.R.S.I.A Chart

Student Name.....  
Date .....

Pre-Civilized Cultures

Civilized Cultures

political	political
economic/ environmental	economic/ environmental
religious	religious
social	social
intellectual	intellectual
artistic	artistic

My thoughts about what makes a culture pre-civilized:      My thoughts about what makes a culture civilized:



Çatal Höyük Lesson Plan  
Part II: Case Study: Çatal Höyük  
Worksheet 2-1 Modified P.E.R.S.I.A Chart

Student Name.....  
Date .....

Findings from Çatal Höyük:

My thoughts:  
pre-civilized or civilized?

political	
economic/ environmental	
religious	
social	
intellectual	
artistic	

# Çatal Höyük Lesson Plan

## Part II: Handout 2-2: Case Study Materials

**Teacher Modeling and Scaffolding:** Distribute this first example to each student or display/project on the board. Use this example as a think aloud for students to demonstrate how to approach the college level documents and illustrations.

→ **answers may include:** people working together to harvest food and raise animals (social); some kind of government organizing the growing of crops and irrigation (political); items produced for trade (economic); irrigation, animal breeding, bigger seeds through irrigation (intellectual), people altering the landscape to produce food (environmental)

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### Çatal Höyük Case Study: Example 1

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credit:** <http://www.pfaf.org/user/Plant.aspx?LatinName=Hordeum+hexastichon>:

Çatal Höyük's economy was well advanced Neolithic, based on simple irrigation agriculture, cattle breeding, trade, and industry. Of importance is the evidence for cereal hybridization of bread-wheat and six-row naked barley, whose seeds may have been enlarged by the practice of irrigation.



## Çatal Höyük Case Study: Group 1

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credits:** see below

Houses at Çatal Höyük were built to a standardized rectangular plan, covering 25 square meters of floor space, including a large living room and smaller storeroom. Access into houses was by ladder, through a hole in the roof. Houses were closely built, one against the other: there were no streets, lanes, or alleys. All communication must have taken place either at roof level or in communal courtyards which offered some open space. Ruined or abandoned houses also provided extra space, but these seem to have served mainly as rubbish disposal sites or as toilets. Furniture in the houses was built of mudbrick and consisted of platforms for work or sleeping. At one end of the room a hearth, a flat-domed oven, and wall niches provided the essentials of a kitchen.

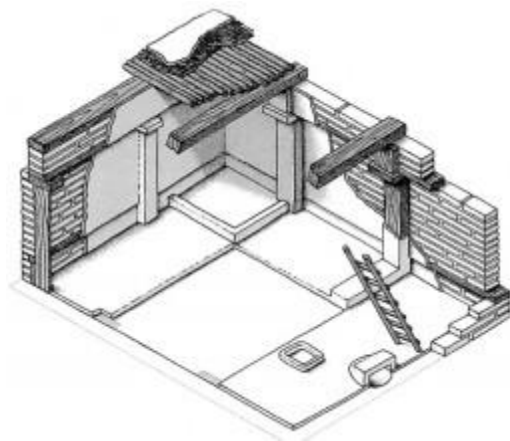


photo 1:  
<http://pdxkaraokeguy.hubpages.com/hub/Catal-Hoyuk-the-First-City>



photo 2: Arneson, Sarah. "Reconstruction."  
at the Çatal Höyük site, Konya, Turkey, 2014. Jpg

## Çatal Höyük Case Study: Group 2

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credit:** see below.

The presence of numerous burials at Çatal Höyük afford the best view of Neolithic demography. The average lifespan was 34.3 years for men and 29.8 years for women. Some individuals were buried at ages over 60, however: they would have been the elders, maintaining the continuous traditions of the community. Statistics provided a sort of “family profile” for Çatal Höyük: the average number of children born per woman was 4.2; and as the death rate was 1.8 per mother, the surviving ratio was 2.4 children per family.

In terms of population growth, this rate of survival would have represented a population boom if unchecked--an increase of at least 528 times over eight hundred years. If Çatal Höyük had begun with 50 people in the earliest excavated level, there would have been over 25,000 by the last settlement. But this is not the case. There is evidence for significant increases, but the population of Çatal Höyük never exceeded 5000 or 6000.



Photo 1: Overview of covered child burial with adult. [www.catalhoyuk.com](http://www.catalhoyuk.com)

## Çatal Höyük Case Study: Group 3

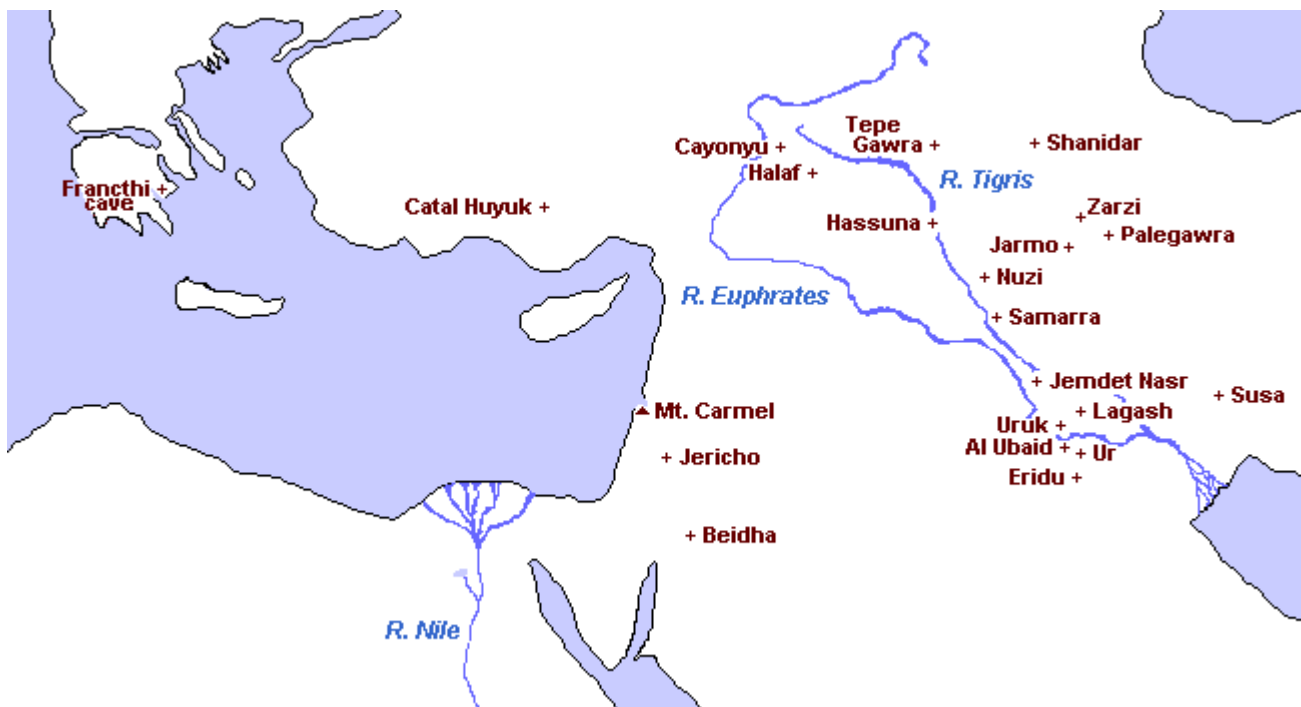
**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credit:** Map of Prehistoric sites. <http://www.drshirley.org>

Agriculture and animal domestication produced a wide range of nutrients. Domestic emmer and einkorn provided starch; legumes such as peas, vetch, and vetchling provided protein; and crucifers, acorns, pistachios, and almonds yielded vegetable fats. Dogs and cattle had been domesticated by the time of the earliest excavated levels. Sheep were also commonly present, but they were still morphologically wild. (Goats were not native to the region, and they are rarely present.)

### Çatal Höyük Compared to Nearby Regions:

The foods produced in Çatal Höyük, Jericho, and Jarmo are each distinct and representative of a different environment. Specific adaptations within different environments set the conditions for domesticating and utilizing resources in the earliest Neolithic communities. Goats and barley have been found throughout the Palestinian Levant, and sheep and goats provided the principle meat supply in the Zagros Mountains. Çatal Höyük and other Neolithic sites of Anatolia relied on cattle and wheat as the dominant domesticates.





## Çatal Höyük Case Study: Group 4

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credit:** <http://en.wikipedia.org/wiki/> and <http://endangeredanimalsinturkey.blogspot.com/>

A rich variety of plants and animals were utilized beyond those cultivated or domesticated. Many animals were hunted for skins or to provide a dietary change from beef. These included onager, boar, red roe deer, fallow deer, bear, wolf, and lion or leopard; freshwater fish and birds (including griffon vultures) and eggshells were also included in the diet. Some of the fruits we know were used are crabapple, juniper berries, and hackberry. It also seems reasonable to assume foods were used that leave no archeological trace: dairy products like milk, butter, cheese, and yogurt; green and root vegetables; onions, beverages like fruit juices, hackberry wine, and beer; and also grapes, pears, walnuts, figs, and pomegranates, all of which grow wild in Anatolia.



griffon vulture



onager



hackberry



juniper berries



Anatolian dama

## Çatal Höyük Case Study: Group 5

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credit:** <http://en.wikipedia.org/wiki/Obsidian>

Anatolia's economy must have depended heavily upon trade as well as agriculture. As we have seen, Anatolian obsidian was used throughout much of the Near East for the production of stone implements. Two groups of obsidian-producing volcanoes dominate the Anatolian plateau: a central Anatolian group at the northeastern end of the Konya Plain and an eastern Anatolian group around Lake Van. This clearly desirable material for the production of stone implements found its way across the Taurus Mountains of eastern Turkey as early as the Upper Paleolithic. By 6500 B.C.E., trade in obsidian provides an excellent case for the presence of regional exchange in a single commodity.



### Çatal Höyük Compared to Nearby Regions:

Anatolian obsidian was only one article of exchange. Perishables such as foodstuffs, skins, and textiles must also have been traded, and another important commodity exchanged was information. Within each of the three major spheres of interaction--Anatolia, Palestine, and the Zagros--food producing technology as well as religious concepts were shared. Information also traveled well beyond regional boundaries. The developments in these principal spheres affected the more distant regions of North Africa and Turkmenistan, where sites from about 6500 B.C.E. suggest at least secondary influence, if not direct contact with these three areas of primary development.

## Çatal Höyük Case Study: Group 6

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credits:** Kim McVey, Çatal Höyük site, July 2014

Besides being the center of production for the raw material needed for stone tools, Anatolia also developed a notable technology for using this resource. The chipped stone industry of Çatal Höyük was easily the most elegant in the Near East. Over fifty types of implements have been identified, including arrowheads with tangs and barbs, flint daggers, and obsidian mirrors. The bone industry is equally rich and varied: finds have included awls, needles, beads, pendants, and elaborately carved dagger hafts, fishhooks, hairpins, and belt buckles.





## Çatal Höyük Case Study: Group 7

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credit:** see below

The ceramic products of the earliest inhabitants (ca. 6500 B.C.E.) consist of simple oval bowls, handled jars, and flat-based vessels. Many shapes betray their ancestry in basket and wood prototypes. The ceramics are handmade, burnished to a dark polish, or covered with a red wash. A single piece of the distinctive “white ware” of the limestone variety so typical of Tell Ramad indicates contact with Syria by about 6000 B.C.E.

The importance of cattle at Çatal Höyük can be seen from decorations on the interior wall of houses, where elaborate bulls’ heads project from, are carved into, or are painted onto wall surfaces.



Photo 1: Corner Installation in building 77  
catalhoyuk.com

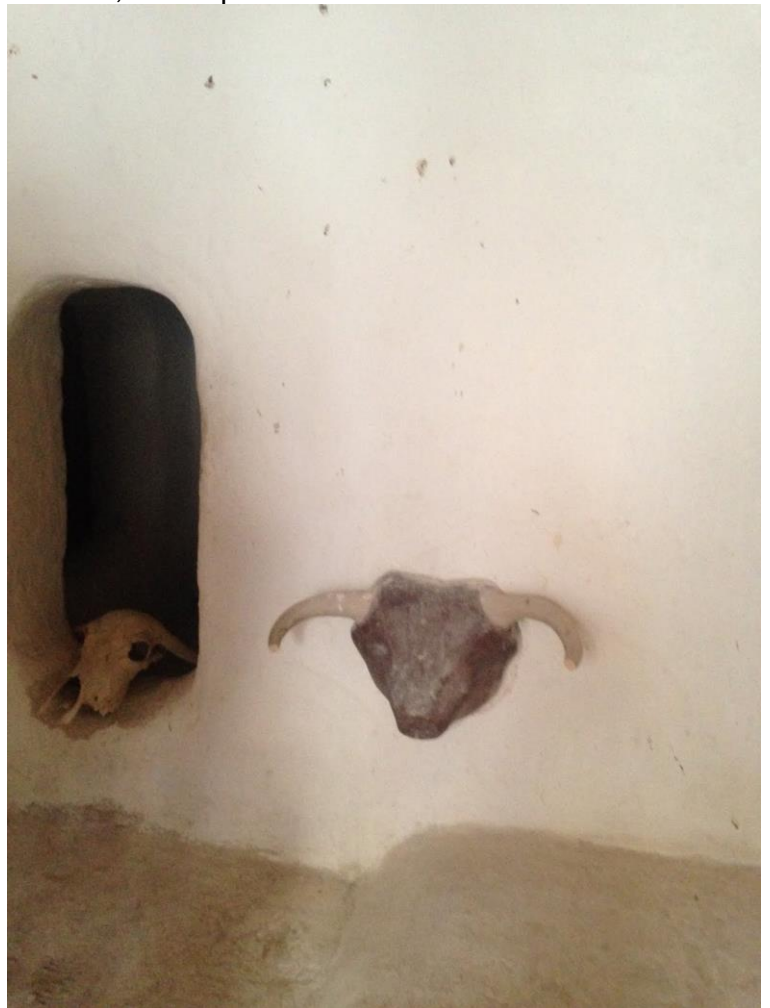


Photo 2: Arneson, Sarah. “Ceramic cattle head on wall  
Reconstruction.” Çatal Höyük site, July 2014.jpg

## Çatal Höyük Case Study: Group 8

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credit:**

Along with the chipped-stone and ceramic technologies, Çatal Höyük also developed metals. Lead pendants occur by 6000 B.C.E., copper beads by 5800 B.C.E., and slag from a later level indicates smelting and extraction of copper from ore by 5500 B.C.E. . The use of azurite and malachite for painting indicates the manipulation of minerals for cosmetic and decorative purposes.

## Çatal Höyük Case Study: Group 9

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credit:**

Trade and industry, with specialized part-time craftsmen (metal, architecture, weaving, flint and obsidian, woodcarving, beadmaking, and production of clay and stone statuettes), were all clearly features of Çatal Höyük. It is not likely, however, that the craftsmen at Çatal Höyük were full-time specialists. It is worthwhile distinguishing between part-time and full-time specialization of labor. Full-time specialists earn their subsistence by labor expended in the production of non-agricultural activities. The products of their labor, nevertheless, assure the exchange of work for subsistence goods (above all, food).

At Çatal Höyük, it is unlikely that the subsistence base allowed for the production of an agricultural surplus large enough to support full-time craftsmen. It seems more reasonable to assume that artisans skilled in the production of particular goods were able to exchange their economic position through their trade while still depending largely on their own agricultural production. The evidence at Çatal Höyük suggests that the economy had progressed beyond kin-organized production but had not yet specialized in either surplus agricultural production or full-time commodity production.

## Çatal Höyük Case Study: Group 10

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credit:** [http://en.wikipedia.org/wiki/%C3%87atal\\_H%C3%BCy%C3%BCK](http://en.wikipedia.org/wiki/%C3%87atal_H%C3%BCy%C3%BCK)

The numerous “shrines” at Çatal Höyük depicting painted scenes and plaster reliefs elude our ready understanding. Some archaeologists have suggested that these shrines were places where cultic practices were undertaken by “priests” in a separate quarter of the community.

Benches and platforms, often holding one to seven pair of auroch horns, are set against the plaster walls of the shrines. In some instances, bulls’ horns molded over with plaster protrude from the walls. Scenes in the shrines depict women giving birth to bulls’ or rams’ heads. Modeled plaster reliefs depict female forms, possibly deities, while male counterparts are represented by symbols: the bull, the ram, and less commonly the stag, leopard and boar. There are other forms of symbolism: female breasts containing lower jaws of boars; fox and weasel skulls, or reproductions of griffon vultures--scavenger animals associated with death. It has been suggested that the scenes represent a concentration of symbolism dealing with aspects of fertility, fecundity, and death. That explanation seems reasonable. It is not difficult to imagine an early farming community concerned with the primary aspects of fertility, both human and agricultural.



## Çatal Höyük Case Study: Group 11

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credits:** Fig 1 and 2 Arneson, Sarah. "Painting Reconstruction." at the Çatal Höyük site, 2014. jpg. Fig. 3 C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*.p. 87 Fig. 4-6 Thayer, Bret "Hunting Scene Reconstruction." at the Çatal Höyük site, 2014.

Wall paintings within the shrines are executed in monochrome or polychrome mineral and vegetable-based paints. They vary from decorative panels of textile-like patterns to scenes of vultures flying over headless human corpses. There are also landscape scenes with erupting volcanoes and scenes of the chase in which deer are hunted with bow and arrow by men wearing leopard-skin clothes. The evidence indicates that the same shrine rooms were used over a span of several years. In many cases, paintings had been renewed by fresh plaster and new scenes.



fig 1



fig 2



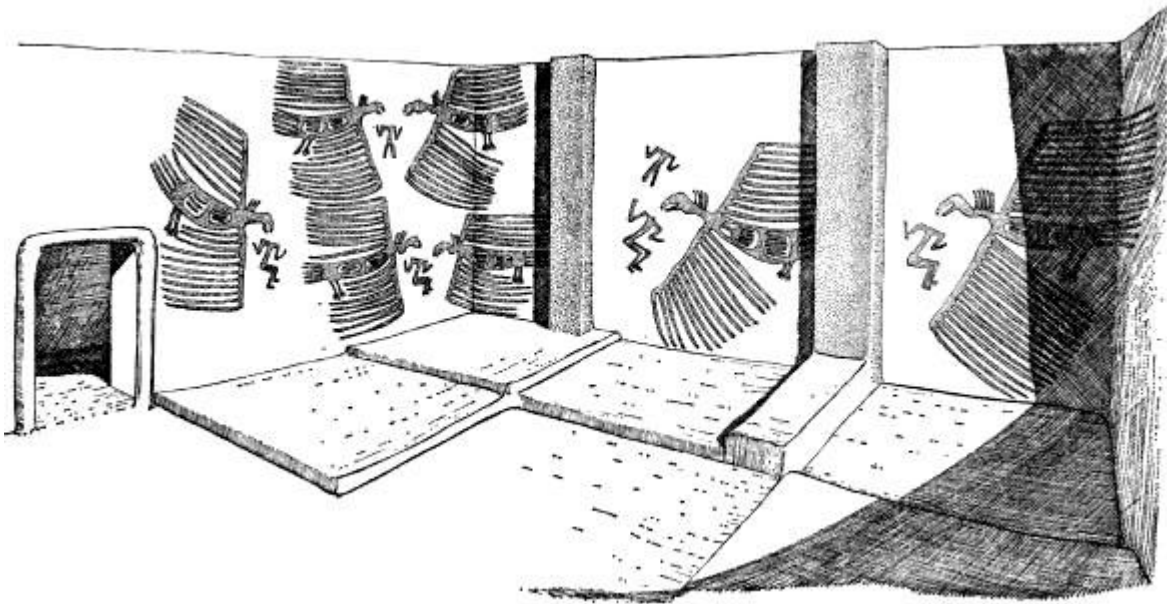


fig 3



fig 4



fig 5



fig 6

## Çatal Höyük Case Study: Group 12

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Photo Credit:** Further signs of a rich belief system come from the burial practices of Çatal Höyük. The dead were buried either in communal graves beneath the floors or platforms of their houses or in shrines. Burial practices were unusual, for it seems that the dead were exposed to vultures, insects, and rodents prior to their final internment. After excarnation, the skeletal remains were wrapped in cloth, mats, or baskets and interred beneath the floor of the houses. While most bodies were not provided with burial gifts, the dead were adorned with their personal ornaments: necklaces, armlets, bracelets, and wristlets of stone, shell, lead, or copper beads; with the males there were weapons, Red ochre was often washed over the bodies prior to internment. Special attention was given to the skull, which was often separated from the body and placed against the wall in some of the shrines.

Communal graves beneath the floors of the houses were often reopened to admit a new burial. The corpses were disturbed, but disarticulated skulls were carefully arranged within the chamber. One had cowries set into the eye sockets, a detail directly reminiscent of practices at Tell Ramad and Jericho.



Photo 1: Arneson, Sarah. "Inside reconstruction at Anadolu Medeniyetleri Muzesi" 2014. jpg.

Photo 2: Overview of covered child burial with adult. [www.catalhoyuk.com](http://www.catalhoyuk.com)

## Çatal Höyük Case Study: Group 13

**Directions:** Read the following passage about this early Neolithic village. In your group discuss what information can be used in one or more of the P.E.R.S.I.A. categories and write down as many examples as possible. Be prepared to share your findings with the class.

**Text Source:** C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica*. **Interview:** Ian Hodder, Stanford University, interview at Çatal Höyük site Turkey, 23 July 2014.

**Photo Credit:** <http://www.telesterion.com/catal3.htm>

Evidence for class differentiation as well as differential accumulation of wealth comes from the graves of the dead associated with the shrines. Unlike the bodies found under houses, the dead found in shrines were often buried with valuable objects: ceremonial flint daggers, polished stone bowls, cosmetic sets and obsidian mirrors (indicating females too achieved high status), bone belt fasteners, polished mace-heads and arrow quivers, wooden boxes, baskets, metal beads, and rings.

However, not all archaeologists agree with the position that social classes existed at this site. Ian Hodder the leading archaeologist at the site since 1993, believes that Çatal Höyük was an egalitarian community based on the uniform shape and sizes of the houses.



fig 1 flint dagger



## Çatal Höyük Lesson Plan

### Part III: Final Analysis (Essay):

#### Worksheet 3-1 Essay Outline

Student Name.....

Date .....

**Directions:** Compose an essay answering the following question: *To what extent was Çatal Höyük a civilization?* Be sure to use specific evidence from the case study as well as your notes from the Hayes' reading to support your topical statements. Use the worksheet below to guide your thinking.

### Detailed Essay Outline Form

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Thesis Statement (Make a specific argument / Take a specific position) -

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Topical Statement I -

Supporting Evidence (Facts) -

Analysis (Talk about connection between the facts & the topical statement) (Why does the fact matter? / What does the fact prove? How does it support your point?) -

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Topical Statement II -

Supporting Evidence (Facts) -

Analysis (Talk about connection between the facts & the topical statement) (Why does the fact matter? / What does the fact prove? How does it support your point?) -

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Topical Statement III -

Supporting Evidence (Facts) -

Analysis (Talk about connection between the facts & the topical statement) (Why does the fact matter? / What does the fact prove? How does it support your point?) -

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Conclusion (1-2 sentences that broaden the focus from this essay to the larger unit being studied or theme of the unit) -

## Çatal Höyük Lesson Plan

**Part III: Final Analysis (Essay): To what extent was Çatal Höyük a civilization?**

Handout 3-2: Essay Rubric #1 Standard Essay Rubric

Category:	Excellent	Average / Below Average	Unsatisfactory
<b>Outline Completed (10 pts)</b>			
<b>Thesis Statement (5 pts)</b>	Thesis statement is clear, organized, specific, states a position and evokes discussion.	Thesis statement is not clear, not organized, not specific, and/or does not take a position on the topic.	No evident thesis statement.
<b>Organization (5 pts)</b>	Information is very organized with well-constructed paragraphs. Each paragraph has a topic or focus that relates back to the thesis.	Information is organized, but some paragraphs are not well-constructed and/or lack a strong connection back to the thesis.	The paper is disorganized and/or paragraphs do not have a focus, or relate back to the thesis.
<b>Evidence / Details (15 pts)</b>	All of the evidence and examples are specific and historically relevant.	Evidence and examples are given but lack specificity and/or relevance.	Evidence and examples are not relevant and/or are not explained. Or, paper lacks evidence and examples.
<b>Analysis (10 pts)</b>	Evidence and details are thoroughly discussed and explained in order to demonstrate their relationship to the writer's thesis.	There is some discussion and/or explanation of evidence and details that support the writer's thesis.	Evidence and details are not discussed or explained.
<b>Conventions (5 pts)</b>	Nearly a flawless piece of writing as related to spelling, capitalization, punctuation and grammar.	There are numerous errors in spelling, capitalization, punctuation and/or grammar, but the paper is readable.	There are so many errors that the paper is unreadable.

Outline score= \_\_\_\_\_/10

Total content score (thesis / evidence/details / analysis) = \_\_\_\_\_/ 30

Total mechanics score (organization / conventions) = \_\_\_\_\_/ 10

**Total overall score = \_\_\_\_\_/ 50**

# Çatal Höyük Lesson Plan

## Part III: Final Analysis/Assessment (Essay): To what extent was Çatal Höyük a civilization?

### Handout 3-3: Essay Rubric #2: Advanced Essay Rubric

**Essay Writing Rubric (2013-2014)** (Total all numbers out of 40 and divide by 2 to make out of 20)

Scoring: 18-20 = A 12-17 = B 7-11 = C 0-6 = D/N

	<b>0 (Unsatisfactory)</b>	<b>1 (Beginning)</b>	<b>2 (Developing)</b>	<b>3 (Proficient)</b>	<b>4 (Exemplary)</b>
<b>Introduction</b> <b>(X1) = 4</b>	No introduction is included. Question is incorrectly or not addressed.	Question, preview and setting are missing or minimally is minimally addressed. Thesis fails to include a thesis statement.	Introduction responds to the question but is missing or inaccurately communicates a setting and/or preview of topics. A thesis statement is present but is weak or flawed.	Introduction responds to the question and includes a thesis statement, but is missing or inaccurately communicates a setting or preview of topics.	Introduction clearly responds to the question, establishes the setting, previews the topics to be discussed and includes a clear, well focused thesis statement.
<b>Supporting Details</b> <b>(X2)= 8</b>	Sentences do not support the thesis or respond to the question.	Writing responds to the question using broad generalizations, lacking in the use of significant factual information and explanations and applications of SFI.	Writing uses <u>1-3</u> pieces of relevant and significant factual information (SFI). These details are stated, explained and applied to the overall argument of the thesis.	Writing uses <u>4-5</u> pieces of relevant and significant factual information (SFI). These details are stated, explained and applied to the overall argument of the thesis.	Writing uses <u>6 or more</u> pieces of relevant and significant factual information (SFI). These details are spread through the entire writing, are stated, explained and applied to the overall argument of the thesis.
<b>Neatness and writing conventions</b> <b>(X1) =4</b>	Writing cannot be read.	Writing contains 10 or more writing or content errors. Some errors may be large factual errors. Writing is illegible. Writing lacks format and chronology.	Writing contains 7-9 writing or content errors and/or may be difficult to read. Minor formatting or chronology errors exist.	Writing contains 4-6 written or content errors but errors and legibility do not detract from the writing. It has been formatted into paragraphs and information is written chronologically.	Writing contains few (3 or less) if any written or content errors. Writing is easy to read and to the point. It has been formatted into paragraphs and information is written chronologically.
<b>Conclusion</b> <b>(X1) =4</b>	Conclusion is missing. There is nothing that ties the information together or restates the thesis.	Conclusion restates thesis directly and attempts to add new information. No summary of topics /reasons, analysis or evaluation are provided.	Conclusion attempts to restate the thesis but does so by repeating the exact words. Make some attempt to summarize topics/reasons. Analysis and evaluation are missing.	Conclusion restates thesis but also adds new information or does not change wording or in accurately summarize topics/reasons. Analysis and evaluation are found in the writing, but only in the conclusion.	Conclusion restates the thesis, including all elements and clearly summarizes topics/reasons. Analysis and evaluation of the question are found throughout the writing. Information is synthesized appropriately.

# Çatal Höyük Lesson Plan

Submitted to: Turkish Cultural Foundation

August 2014

## EXTENSION IDEAS:

These lessons may also be used in a larger Civilizations Unit in which case the resources below may also be used to address what early human settlements count as 'civilizations'.

*World History For Us All*. <<http://worldhistoryforusall.sdsu.edu/>> A collaboration of K-12 teachers, college instructors, and educational technology specialists with the University of California at San Diego. See Big Era 2.0 "How Did We Get Here Anyway?" Lesson 2: "Be An Archaeologist at a 24,000 Year Old Settlement."

TCI *History Alive!* "Ancient Sumer" <<http://www.teachtci.com/programs/middle-school/history-alive-textbook/ancient-world/table-of-contents.html>>

National Geographic, "The Iceman Mystery" <<http://ngm.nationalgeographic.com/2007/07/iceman/hall-text>>

## SOURCES:

1. Carlton J. H. Hayes, *Ancient Civilizations: Prehistory to the Fall of Rome* (New York: MacMillan Publishing Co., Inc., 1983), 54-55.

2. "Çatal Höyük: Excavations of a Neolithic Anatolian Höyük," Çatal Höyük Research Project, <<http://www.catalhoyuk.com/>>

3. Çatal Höyük Research Project, *Çatal Höyük: Site Guide Book* (Stanford Archeological Center, Stanford University in conjunction with Republic of Turkey Ministry of Development: 2014)

4. Ian Hodder, Stanford University, interview at Çatal Höyük site Turkey, 23 July 2014.

5. C. C. Lamberg-Karlovsky and Jeremy A. Sabloff, *Ancient Civilizations: The Near East and Mesoamerica* (Menlo Park, California: Benjamin/ Cummings Publishing Co. Inc., 1979), 78-90.