

## Lesson 7: Neolithic Settlement, Surplus, Specialization, and Social Institutions

### Big Ideas of the Lesson

- Farming allowed people to develop food surpluses and changes in technology allowed people to store food. These developments permitted population growth and resulted in the settlement of denser populations.
- Because there was a larger population with a food surplus, not everyone had to put their energy into food production. People began to specialize in new types of jobs that were needed in these agrarian, village based societies.
- New problems emerged as people lived in larger groups in settled villages, and social institutions changed and developed to respond to these changes.
- Settled villages required people to gather, produce, and use their resources in new ways.

### Lesson Abstract:

In this lesson, students consider how life changed for people with the Neolithic Revolution. Students begin by thinking about how specialization affects their lives. The teacher explains specialization for the students by modeling a think-aloud with a definition. The students then read an article about the study of a Neolithic settlement and engage in Stop and Jots and Turn and Talks to explore the idea of specialization and consider how we use archaeology to study the distant past. Next, they analyze artifacts and maps and read an article to determine how both human and natural resources were used in different ways as humans settled in villages. The lesson concludes with students writing reflectively in their Perspectives on the Past notebook in response to questions using examples from the activities to illustrate the major changes in daily life that occurred during the transition from foraging life to agrarian life.

**Content Expectations<sup>1</sup>:** 6 – W1.2.1; W.1.2.2; W1.2.3  
6 and 7 - H1.2.1; H1.2.2; H1.4.2; H1.4.3  
7 – W1.1.2; W1.2.1; W1.2.2; G1.1.1

**Common Core State Standards for Literacy in History/Social Studies:** RH.6-8.1, 2, 4, and 7; WHST.6-8.4, 9, and 10

### Key Concepts

agriculture  
domestication  
foraging  
Neolithic Era  
Paleolithic Era  
settlement  
social institutions  
specialization

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<sup>1</sup> The language of the content expectations and common core state standards can be found in the Reference Section at the end of the lesson.

## Lesson Sequence

1. Begin the lesson with a thought experiment with your students. Have them Stop and Jot a response to each of the questions below and then Turn and Talk about each of them with a partner. This should be a quick exercise, so you may want to use a timer. A copy of these questions has been included in the *Supplemental Materials (Unit 2, Lesson 7)* to display for your convenience.
  - a. How did you get your breakfast or lunch?
  - b. How did you get your clothing?
  - c. Consider all the work other people did so you could obtain these items. How much time and energy do you think this took?
  - d. Since you don't have to do this work, what are you able to do with your extra time?
  - e. What are two or three jobs you would like to have as an adult? How will you get your food?
2. Once student pairs have worked through the questions in Step 1, debrief them with the whole class. Go through the questions and ask a different pair to share their answer to each question. If necessary, guide students to the idea that they have more time to do other things because they do not have to produce all of their food, clothing, etc. Ask several pairs about their choices for letter e. Point out how many people actually gave an example of a producer, such as a hunter or farmer, and ask the students where they will get their food if none of them are interested in producing it.

Next explain to the students the term “specialization,” and connect it to the discussion. Show students the word card for specialization on the overhead or projector and do a think-aloud to model how you might rephrase this definition in your own words. There is an example below:

*“A method used by Paleolithic and Neolithic societies to categorize different jobs and divide them to skilled members of a society.... okay, so people in early societies... – both foragers and early farmers – gave people different jobs, and to do those jobs, people had to have different sets of skills... so people began to “specialize” in these new jobs...”*

**Teacher Note:** The Michigan Citizenship Collaborative first introduces the idea of specialization in elementary school. A graphic organizer from elementary has been included in the handout “**Economics in Earlier Grades**,” located in the *Supplemental Materials (Unit 2, Lesson 7)*.

3. Ask the students to brainstorm possible jobs that Neolithic people might have taken on if they weren't producing food. Jot their ideas down on the board and tell students they will learn more about the actual work people had to do in this lesson. Explain to the students that the lesson will be framed around two interrelated questions. Project these questions and read them out loud to the students:
  - How did the development of agriculture lead to the need for more specialization?
  - How did this change lead to transformations in social organization and resource use?
4. Next ask students to reflect on the earlier lesson on the Neolithic revolution. Ask the students to take a few minutes and identify “what agricultural changes occurred during this period”?

Take several moments to go over the major changes that occurred in society as humans moved from a nomadic to a settled society. Be sure to review the following points:

- Food was produced in a systematic way rather than through hunting and gathering.
- Over time, people learned what plants and animals were easier to manage and grow.
- Both plants and animals were domesticated so that people could produce their food in more centralized locations.
- Advances in technology, particularly with respect to pottery, enabled people to dry and store food.
- These changes allowed people to grow and store more food than they needed for immediate use.

5. Explain to students that they are going to look at a case study of the one of the oldest known settlement, Çatalhöyük. Project “**Çatalhöyük – A Neolithic Village,**” located in the *Supplemental Materials, (Unit 2, Lesson 7)*. Review the maps with students, explaining how the different maps show the same location at different scales.
6. Next, direct students to read the two paragraphs on “**About Life and Work at Çatalhöyük 9,000 Years Ago<sup>2</sup>.**” Explain that they are reading to explore how life changed for people with the development of agriculture and settled life in villages. Direct them to do the Stop and Jot exercise, and when students have finished writing, ask a few students to share their ideas. Use probing questions to help students pull out the most important ideas from the text. Guide the discussion so that the following ideas are highlighted for the class:

*The availability of water and food resources made this a good site to live.  
Changes in the use of materials and resources and the organization of work  
and social life occurred as people stayed in one place.*

7. Next, distribute “**Çatalhöyük – Thinking about How We Learn about the Distant Past,**” located in the *Supplemental Materials (Unit 2, Lesson 7)*. Students should work in pairs to read the article and answer the embedded questions. As students work through the text, check for understanding by moving around the room and asking students about to explain their answers. If you notice patterns of misunderstanding, address them with the whole class.

This activity can be approached in different ways as well. You may wish to read the first paragraph out loud for the class and do a think-aloud with the questions. You may also choose to use a jigsaw strategy and assign different sections of the article to different groups of students and then have the present their ideas about each section to the class.

8. Once students have read the article and answered the questions, debrief the text with them. See the “**Debriefing Guide,**” located in the *Supplemental Materials (Unit 2, Lesson 7)* for guidance.
9. Next, display “**Excavation Map of Çatalhöyük – Thinking about Village Organization,**” located in the *Supplemental Materials (Unit 2, Lesson 7)* to the class. Prompt students to do the Turn and Talk exercise using the questions on the handout. Monitor their conversations

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<sup>2</sup> From: Remixing Catalhoyuk. Çatalhöyük Research Project. University of California, Berkeley. 20 April 2012  
<[http://okapi.berkeley.edu/remixing/text\\_english.html](http://okapi.berkeley.edu/remixing/text_english.html)>.

and end the activity by asking a few groups to share their ideas. Be sure to call on student pairs who have not already responded. A “**Teacher Debriefing Guide**” has been included in the *Supplemental Materials (Unit 2, Lesson 7)*.

10. Provide students with the final handouts, “**Çatalhöyük Artifacts – Thinking about Skills and Resources Needed**” and accompanying chart located in the *Supplemental Materials (Unit 2, Lesson 7)*. Have students read excerpts from the article. Then, working in small groups of three or four students each, have them analyze pictures of artifacts from the village. In groups, students should use the article and their images to help them fill out the inquiry chart. In particular, they are to think about the skills and resources needed by the people living in this village. Encourage each student to fill out his or her own chart, but they should be working as a group discussing their ideas.
11. Debrief the activity by reviewing key points with the students. Ask different groups to present different parts of the chart, and use the “**Chart Debriefing Guide**,” located in the *Supplemental Materials (Unit 2, Lesson 7)* to insure that the most important points are brought out in the discussions.
12. End the lesson with students writing reflectively in their Perspectives on the Past notebook. Display the questions on “**Reflective Writing - Changes in Daily Life**,” located in the *Supplemental Materials (Unit 2, Lesson 7)*. Before writing, have students first reflect back upon the initial question comparing life in foraging communities to life in agrarian villages.

### Assessment

The Reflective Writing in Step 12 can serve as the assessment for this lesson.

## Reference Section

### Content Expectations

- 6 – W1.2.1: Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).
- 6 and 7  
H1.2.1: Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 and 7  
H1.2.2: Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 6 and 7  
H1.4.2: Describe and use themes of history to study patterns of change and continuity.
- 6 and 7  
H1.4.3: Use historical perspective to analyze global issues faced by humans long ago and today.

- 6 – *W.1.2.2* Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
- 7 – *W1.2.1:*
- 6 – *W1.2.3:* Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
- 7 – *W1.2.2:*
- 7 – *W1.1.2:* Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.
- 7 – *G1.1.1:* Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, and local scales.

### **Common Core State Standards for Literacy in History/Social Studies**

- RH.6-8.1:* Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2:* Determine the main ideas or information of a primary or a secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.4:* Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.7:* Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WHST.6-8.4:* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.9:* Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10:* Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Instructional Resources**

#### Equipment/Manipulative

Overhead projector or Document Camera or Smartboard  
Student journal  
Whiteboard or Chalkboard

#### Student Resource

Fowler, Susanne. "Into the Stone Age with a Scalpel – A Dig with Clues to Early Urban Life." *New York Times*. September 7, 2011. 20 April 2012  
<[http://www.nytimes.com/2011/09/08/world/europe/08iht-M08C-TURKEY-DIG.html?pagewanted=2&\\_r=1](http://www.nytimes.com/2011/09/08/world/europe/08iht-M08C-TURKEY-DIG.html?pagewanted=2&_r=1)>.

"Mysteries of Catal Hoyuk." Science Museum of Minnesota. 2003. 20 April 2012  
<<http://www.smm.org/catal/top.php?visited=TRUE>>.

Remixing Catalhoyuk. Çatalhöyük Research Project. University of California, Berkeley. 20 April 2012 <[http://okapi.berkeley.edu/remixing/text\\_english.html](http://okapi.berkeley.edu/remixing/text_english.html)>.

#### Teacher Resource

Gheorghiu, Dragos. *Early Farmers, Late Foragers, and Ceramic Traditions: On the Beginning of Pottery in the Near East and Europe*. 2009.

Halsall, Paul. "Human Origins." *Internet Ancient History Sourcebook*. Fordham University.  
<<http://www.fordham.edu/halsall/ancient/asbook02.html>>

Milisauskas, Sarunas. *Early Neolithic Settlement and Society at Olszanica* (Memoirs of the Museum of Anthropology). University of Michigan. 1986.

Rhode, D. "Epipaleolithic / early Neolithic settlements at Qinghai Lake, western China." *Journal of Archaeological Science*. 2007.

Towrie, Sigurd Skara Brae, The Discovery of the Village. *Orkneyjar. The Heritage of the Orkney Islands*. 1996-2012. 20 April 2012 <<http://www.orkneyjar.com/history/skarabrae/index.html>>.

Woodward, Stacie and Darin Stockdill. *Supplemental Materials (Unit 2, Lesson 6)*. Teacher-made materials. Oakland Schools, 2012.