The Origins of Civilization
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Lesson Plan 1: 
Rise of Urban Civilization

General Description of Lesson Plan: After having reviewed the factors that produced and the elements that emerged from the Neolithic Revolution, students will explore the rise of the earliest cities.

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Subject Area(s): World History, World Geography

For Grade Level(s): Grades 9 – 10

Time Needed: 3 class days

Outcomes/Objectives:
- To become familiar with the evolution of humankind from hunters and gatherers to farmers, herders and city dwellers;
- To compare and contrast the nature of early cities in the Near East;
- To examine the discovery and excavation of such early cities.

Materials:
http://en.wikipedia.org/wiki/Neolithic Revolution
Visual 6. — Epipaleolithic Pit Houses at Abu Hureya
Visual 7. — Jarmo House Model
Visual 14. — Jericho
Visual 15. — Map of Neolithic Sites

http://www.catalhoyuk.com
Early Cities: Tell Hamoukar
Mysteries of Catalhoyuk: Interactive Dig
Suggested Procedure(s):

Day 1-Background:
Students will read the main essay of this module as an introduction and to get a sense of the tremendous impact that domestication of plants and animals had on human development. As a follow-up, students will also consult the Wikipedia entry on the Neolithic Revolution. In whole class discussion, students will review the factors that caused the Neolithic Revolution and the steps that humankind took to move from nomadic to sedentary life.

Day 2-Visual and Web site examination:
In small groups, students will explore these early cities by examining the images of Abu Hureya, Jarmo, Jericho, and then visit the Catal Hoyuk website. Students will also examine the map of Neolithic Sites. Students will consider the nature of these cities (kinds of structures, dimensions of the cities, the activities that went on in the cities, etc.), and compare and contrast to their own cities. Students will also examine the records kept by the archaeologists of Catal Hoyuk, noting the painstaking ways in which these professionals work, the speculative work that precedes discoveries and the incremental additions to knowledge that come from that work. Small groups will compose a summary of their observations.

Day 3-Writing Exercise:
As a culminating activity, students will compose their own version of an archaeologist’s diary.
Prompt: As if you were a member of the archaeological team exploring Catal Hoyuk, write five entries in your excavation diary. Include the kind of work you are doing, the way in which you chronicle your excavations, the hypotheses you have drawn and the evidence you discover to support your speculations. Be sure to draw at least two sketches of your findings, to illustrate your diary entries.

Evaluation/Assessment Strategies:
Students’ reading comprehension and understanding of the elements of the Neolithic Revolution will be determined by class discussion on Day 1. From their small group summaries on Day 2, students will demonstrate their analytical understandings of the visuals and website, and their comparative skills. Through an imaginative diary, students will draw the unit to a conclusion.
Use these guiding questions to spur discussion in your classroom:

1. Imagine yourself as a member of an early nomadic group. What would daily life have been like?

2. What factors contributed to the rise of the Neolithic Revolution?

3. What were the steps that humankind took to move from a nomadic to a sedentary lifestyle?