
Sample Task Set
Catalhoyuk
Grade 6

Standard 2—Key Events, Ideas, and People: Students examine key historical events, ideas, and people that contributed to the growth of civilization from ancient times through the Middle Ages which led to the development of the modern world.

Standard 4—Culture and Environment: Students identify and analyze the influence of the environment on migration, cultural diffusion, and human settlement in world history.

GLE 6.2.2 Examine how the achievements of early humans led to the development of civilization

GLE 6.4.3 Explain the connection between physical geography and its influence on the development of civilization

Read and study the sources about Catalhoyuk. As you read the four sources, think about influence of geography on the achievements of the developing civilization of Catalhoyuk. After you read the sources, answer questions 1–5.

Source 1

Physical Features of Ancient Anatolia

The map shows the southern Anatolian Peninsula, including the location of Catalhoyuk. Catalhoyuk existed from approximately 7400 to 5600 B.C. Evidence suggests that the Carsamba River was once located near Catalhoyuk.

The map also shows the closeness of Catalhoyuk to the Fertile Crescent and Mesopotamia. The first settlements in Mesopotamia began to appear around 6000 B.C. Independent city-states began to appear in southern Mesopotamia around 3000 B.C.



Source 2

Excerpt from *The World's First City*

by Orrin C. Shane III and Mine Kucuk

Nine thousand years ago, visitors approaching Catalhuyuk¹ from across a vast marshy plain would have seen hundreds of mud-brick dwellings on the slopes of an enormous settlement mound. The site's several thousand inhabitants would have been herding sheep or goats; hunting wild cattle (aurochs), horses, and deer; tending crops of peas, lentils, and cereals; or collecting wild plant foods such as tubers from the marshes. Some would have been bringing valuable raw materials to the site such as obsidian² from volcanic peaks. . . .

In size and complexity, Catalhuyuk was unlike any other site in the world. . . . Catalhuyuk was first brought to worldwide attention by James Mellaart, whose excavations between 1961 and 1965 revealed more than 150 dwellings and rooms, many decorated with murals, plaster reliefs, and sculptures. . . . The artifacts reported by Mellaart were just as spectacular, including the world's earliest known pottery and polished obsidian mirrors; preserved basketry, textiles, and carved wooden utensils; and well-fashioned obsidian tools and exquisitely shaped flint daggers with bone handles carved in the forms of animals.

Meaning "fork mound" in Turkish, Catalhuyuk consists of two mounds on either side of an ancient channel of the Çarsamba River on the fertile Konya Plain. . . . Mellaart excavated less than four percent of the eastern mound at Catalhuyuk, but it was enough to indicate the settlement's size and architectural complexity as well as the sophistication of its art. In doing so, he established Catalhuyuk as an important site for studying the origins of settled farming life and the rise of the first cities.

¹**Catalhuyuk:** an alternative spelling for Catalhoyuk

²**obsidian:** a dark natural glass that forms when lava cools

Source 3

Catalhoyuk Excavation Site

The photographs show portions of the excavation site at Catalhoyuk, including some of the remaining walls of the dwellings. The bottom photograph also shows the plain on which the settlement mounds were built. While the plains had some trees, there were large forests with many types of trees in the Taurus Mountains.



Source: Wikimedia Commons.

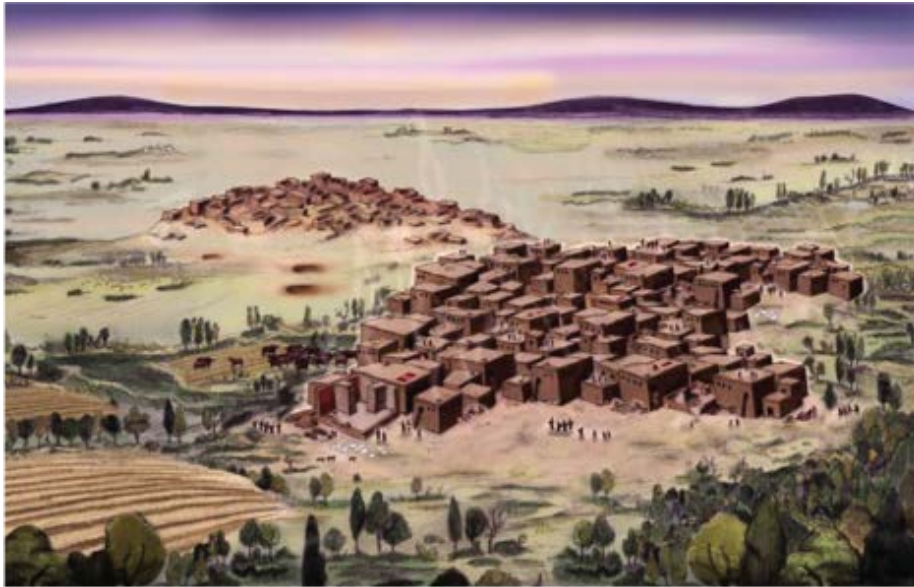


Source: Wikimedia Commons.

Source 4

Catalhoyuk Reconstructions

The first image is an illustration showing the two settlement mounds and the surrounding environment. At the center is the west settlement mound and the east mound is in the background. The second image is a three-dimensional model of a dwelling at Catalhoyuk. An oven is located below the stairs and paintings of hunting scenes are shown on the walls.



Source: Çatalhöyük Research Project.



Source: Çatalhöyük Research Project.

Item 1: Multiple Choice

Why is Catalhoyuk described as a settlement mound?

- A. The dwellings sunk into the soil as a result of seasonal flooding.
- B. The dwellings were built on the sides of a small mountain.
- C. Inhabitants traveled between dwellings by walking across the raised rooftops.
- D. Inhabitants created a hill over time by building newer dwellings on top of older ones.

Item 2: Multiple Choice

Based on Source 2, how did the physical environment influence the agricultural practices of the Catalhoyuk people?

- A. The fertile river enabled the people to concentrate on fishing.
- B. The surrounding plains allowed people to raise cattle and sheep.
- C. The nearby forests permitted the people to focus on harvesting timber.
- D. The tropical climate allowed people to grow rice and sugarcane.

Item 3: Multiple Choice

Based on Source 4, what does the layout of the city **most likely** indicate about Catalhoyuk society?

- A. People lived and worked closely together.
- B. Defense systems were built to protect against attack.
- C. Residents relied on trade with nearby communities.
- D. Public areas were used for religious worship.

Item 4: Multiple Select

Based on Source 2, which characteristics indicate the development of civilization in Catalhoyuk?

Select the **three** correct answers.

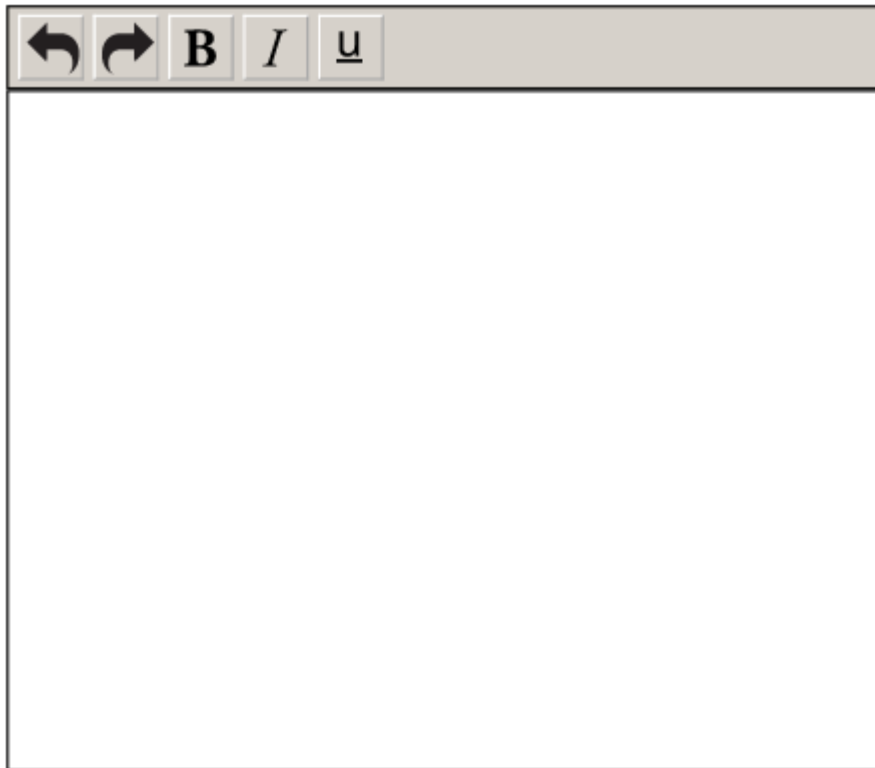
- A. its location on a plain
- B. its dry and hot climate
- C. its creation of sculptures
- D. its dependence on hunting for food
- E. the large size of the community
- F. the complex architectural design
- G. the advanced system of roads

Item 5: Extended Response

Based on the sources and your knowledge of social studies, analyze the influence of geography on the achievements of the developing civilization of Catalhoyuk.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.



A text input box with a toolbar at the top. The toolbar contains five icons: a left-pointing arrow (undo), a right-pointing arrow (redo), a bold letter 'B', an italic letter 'I', and an underlined letter 'u'. The main area of the box is empty, intended for the student's response.

Scoring

The response should be scored **holistically** on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Dimension: Content	
Score	Description
4	The student's response: <ul style="list-style-type: none"> Reflects thorough knowledge of the influence of geography on the achievements of the developing civilization of Catalhoyuk by incorporating ample, focused factual information from prior knowledge and the sources; Contains accurate understandings with no errors significant enough to detract from the overall content of the response; Fully addresses all parts of the prompt.
3	The student's response: <ul style="list-style-type: none"> Reflects general knowledge of the influence of geography on the achievements of the developing civilization of Catalhoyuk by incorporating adequate factual information from prior knowledge and the sources; Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response; Addresses all parts of the prompt.
2	The student's response: <ul style="list-style-type: none"> Reflects limited knowledge of the influence of geography on the achievements of the developing civilization of Catalhoyuk by incorporating some factual information from prior knowledge and the sources; Contains some accurate understandings with a few errors that detract from the overall content of the response; Addresses part of the prompt.
1	The student's response: <ul style="list-style-type: none"> Reflects minimal knowledge of the influence of geography on the achievements of the developing civilization of Catalhoyuk by incorporating little or no factual information from prior knowledge and the sources; Contains few accurate understandings with several errors that detract from the overall content of the response; Minimally addresses part of the prompt.
0	The student's response is blank, incorrect, or does not address the prompt.

Dimension: Claims	
Score	Description
4	The student's response: <ul style="list-style-type: none"> • Develops a valid claim which effectively expresses a solid understanding of the topic; • Thoroughly supports the claim with well-chosen evidence from the sources; • Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	The student's response: <ul style="list-style-type: none"> • Develops a relevant claim which expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	The student's response: <ul style="list-style-type: none"> • Presents an inadequate claim which expresses a limited understanding of the topic. • Includes insufficient support for the claim but does use some evidence from the sources; • Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
1	The student's response: <ul style="list-style-type: none"> • Does not develop a claim but provides evidence that relates to the topic; OR Develops a substantially flawed claim with little or no evidence from the sources; • Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.
0	The student's response is blank, incorrect, or does not address the prompt.

Scoring Notes for Claims Rubric

A response that develops a **valid** claim expresses a **solid** understanding of the social studies topic. The response is supported by **ample and well-chosen** evidence from the sources. The explanation is logical, organized, and cohesive, as demonstrated by connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. A **valid** claim shows a deep understanding of the complexity of social studies themes that is supported by convincing evidence. The analysis may include the ability to discuss cause-and-effect relationships; analyze the importance of and connection between source documents; classify patterns of continuity and change; evaluate differing perspectives; provide in-depth interpretations of historical events, etc.

A response that develops a **relevant** claim expresses a **general** understanding of the social studies topic. The response is supported by **sufficient** evidence from the sources. The explanation is organized and includes connections, patterns, or trends among ideas, people, events, and contexts within or across time and place but fails to reach the valid level. A **relevant** claim shows an accurate understanding of social studies themes but is less complex and includes more generalized evidence. The explanation may identify cause-and-effect relationships; describe patterns of continuity or change; recognize perspectives on a single topic or theme; identify the importance of or connection between source documents; provide general interpretations of historical events, etc.

A response that includes an **inadequate** claim expresses a **limited** understanding of the social studies topic and uses insufficient evidence from the sources to develop the claim. The explanation includes weak connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. An **inadequate** claim shows some understanding of social studies themes but is limited in its analysis and evidence. The explanation may include insufficient understanding of cause and effect relationships; little recognition of patterns of continuity or change; limited knowledge of perspectives on a single topic or theme; misconceptions regarding the importance of or connections between source documents; limited interpretation of historical events, etc.

A response that develops a **substantially flawed** claim expresses **little** understanding of the social studies topic. The explanation, if present, may include vague or illogical connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. It fails to reach the inadequate level for a variety of reasons. For example, the response may provide some evidence that relates to the topic, but is ineffective in supporting a claim, if one is made.

Item-Specific Characteristics of a Strong Response

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop one or more lines of reasoning to support the claim. Here are some examples.

- The people of Catalhoyuk practiced agriculture including farming and raising livestock to provide food for the large population. The geography and surrounding environment supported the development of agriculture at Catalhoyuk. The flat and grassy plains were ideal for herding livestock. The fertile soil of the plain and nearby river also aided in the farming of various crops.
- The dwellings at the east and west settlement mounds built by the people of Catalhoyuk show that they adopted a settled lifestyle and were no longer nomadic. Materials from the surrounding environment were used in the construction of the permanent structures. Mud-bricks would have been made using grass or straw and marshy clay or soil. Timber from the forests would have been used as added support for the structures and to make other items such as ladders.
- The people of Catalhoyuk created many objects that would have been used for practical purposes or possibly even enjoyed as art. They made items including sculptures, pottery, jewelry, obsidian mirrors, and murals. The surrounding environment would have been a source for the materials used to make the objects. The environment was also a topic for murals with some including pictures of animals and hunting scenes.
- Resources and materials from the environment were used by the people of Catalhoyuk to make tools and weapons. Obsidian, a volcanic rock or glass, was used to make many sharp tools and weapons. Weapons such as spears would have been used by the people of Catalhoyuk for hunting animals including deer and wild pigs. Animal bones would have been used to make handles and other parts of tools and weapons.

A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- The Carsamba River was once located near Catalhoyuk. The “ancient channel of the Çarsamba River on the fertile Konya Plain” would have been beneficial for farming (Source 1 and Source 2).
- The Catalhoyuk people engaged in agricultural practices such as “herding sheep or goats” and “tending crops of peas, lentils, and cereals” (Source 2).
- The people of Catalhoyuk created many objects such as “murals, plaster reliefs, and sculptures.” They also made “pottery and polished obsidian mirrors” as well as “basketry, textiles, and carved wooden utensils” (Source 2).
- Resources and materials were used to make various items. For example, “well-fashioned obsidian tools and exquisitely shaped flint daggers with bone handles carved in the forms of animals” were created by the people of Catalhoyuk (Source 2).
- Catalhoyuk is located on a plain that would have been ideal for planting crops and herding livestock (Source 2, Source 3, and Source 4).
- The complex architecture at Catalhoyuk suggests that it was a permanent settlement (Source 2 and Source 4).
- The marshy soil or clay mixed with grass or straw would have been used to make mud bricks for constructing buildings (Source 2, Source 3, and Source 4);
- Timber from the forests of the Taurus Mountains would have been used to construct the dwellings as well as other objects such as ladders (Source 3 and Source 4).
- Some murals show the animals and people of Catalhoyuk (Source 4).

A strong response also includes important information beyond what is presented in the sources, such as:

- Describing the physical geography and characteristics of the environment such as the resources, climate, terrain, etc.;
- Explaining why the presence of plentiful resources is important to the development of a permanent settlement;
- Describing the possibility of trade between the residents of Catalhoyuk and the people of other communities, including the exchange of resources such as obsidian and trade with people living in early settlements of Mesopotamia and the Fertile Crescent.