

History sample unit	Mongol Expansion (c. AD 1206 – c. 1368) (Depth Study 6: Expanding Contacts)	Stage 4	Duration: 5–6 weeks
			Detail: 15 hours/18 lessons
The overview may be programmed separately or integrated, where relevant, within this unit of work			

Key inquiry questions	Skills
<ul style="list-style-type: none"> • How did societies change from the end of the ancient period to the beginning of the modern age? • What key beliefs and values emerged and how did they influence societies? • What were the causes and effects of contact between societies in this period? • Which significant people, groups and ideas from this period have influenced the world today? 	<ul style="list-style-type: none"> • Comprehension: chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations • Empathetic understanding • Research • Explanation and communication

Outcomes	Historical concepts
<p>A student:</p> <ul style="list-style-type: none"> › describes major periods of historical time and sequences events, people and societies from the past HT4-2 › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3 › describes and explains the causes and effects of events and developments of past societies over time HT4-4 › uses evidence from sources to support historical narratives and explanations HT4-6 › identifies and describes different contexts, perspectives and interpretations of the past HT4-7 › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10 <p>Related Life Skills outcomes: HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-8, HTLS-9, HTLS-13</p>	<p>The following historical concepts are integrated into the lesson sequences:</p> <p>Continuity and change: changes and continuities during the period of Mongol expansion</p> <p>Cause and effect: causes of Mongol expansion and resulting effects</p> <p>Perspectives: different points of view about the Mongol expansion held by people from the past and today</p> <p>Empathetic understanding: why people during the period of Mongol expansion lived and thought as they did</p> <p>Significance: the significance/importance of Mongol expansion</p>

Content	Teaching, learning and assessment	Adjustments and/or extensions
<p>The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)</p> <p>Students:</p> <ul style="list-style-type: none"> • identify the extent and geographical features of the Mongol homeland • describe the features of Mongol nomadic life • describe key political and economic features of Mongol society 	<ul style="list-style-type: none"> • Students construct individual mindmaps to pre-test knowledge on nomads and nomadic lifestyles. • Introduce the issue of climate and the interrelationship of environments and their peoples through class questioning and discussion. • Students predict what the lifestyle would be like in the nomadic Mongol society, noting five predictions to be verified at the end of the unit. • Locate Mongolia on a map and illustrate the main geographic features: www.nationalgeographic.com/weepingcamel/landofsteppeandsky.html www.lib.utexas.edu/maps/middle_east_and_asia/asia_ref_2000.jpg www.discovermongolia.mn/country/Natural_zone.html. • Through a variety of sources, students note in point form the main features of Mongolian nomadic life. What effect would this nomadic lifestyle have on the political and economic development of Mongol society? • Students observe the range of artefacts from the Royal Alberta Museum through www.royalalbertamuseum.ca/vexhibit/genghis/intro.htm or teachers download images. Describe each object, suggest its function and explain what it might tell you about Mongol society. As a class, discuss which artefacts students did not expect would come from a nomadic society and explain why. • Students form into groups. Each group assumes the role of a patriarchal family or extended family group living in the 1200–1300s, consisting of a father, mother, young children and extended members of the family. The teacher prompts discussion about the lack of technology and the physical nature of their life in order to survive. How would each group organise their lives? • Using www.travel-silkroad.com/english/dongfanwenming/history/sczlg/Khwarem.htm and other sources, investigate the nature and strength of the clan system in Mongol society. Who held power within the Mongolian society? • Using a range of sources, investigate the influence of the medieval Mongol economy on their society and later their empire. Create a flowchart showing the exchange and distribution of goods. • A useful guide to lesson ideas can be found at http://worldhistoryforall.sdsu.edu/units/five/landscape/Era05_landscape4.php. 	<p>Adjustments: Students complete a matching activity using five key terms and definitions.</p>

<ul style="list-style-type: none"> explain how and why life in China changed under Mongol rule <p>The consequences of the Mongol expansion, including contributions to European knowledge and trade routes (ACDSEH079)</p> <p>Students:</p> <ul style="list-style-type: none"> using a range of sources describe and assess the significance of Mongol expansion, including contributions to European knowledge and the increase in commerce with Asia and Europe assess the reign and contributions of Kublai Khan to the Chinese empire and the wider world 	<p>make a statement in class representing their character, clearly stating their attitude to the Mongols. Discuss the varying perspectives and explain why they vary. The following links may be helpful:</p> <p>http://history-world.org/mongol_empire.htm http://afe.easia.columbia.edu/mongols/ http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape4.php.</p> <ul style="list-style-type: none"> Form the class into groups. The class may need specific sources provided by the teacher. Each group is given one of the following four topic areas: <ul style="list-style-type: none"> Group 1: What groups governed Chinese society prior to the Mongol invasion? Include areas where China was flourishing (cause and effect), politically, economically, socially and environmentally. Group 2: How and why did the Mongols invade China? Include the geography of Mongol conquests up to this point, who led the army and how the conquest took place. Group 3: What changes took place as a result of Mongol invasion? Think about the effect on the Mongols as well as the Chinese. Consider effects on trade, religion, laws and taxes. Group 4: How long did Mongol occupation last in China? What were some of the changes over time? Why did these changes take place? Who was responsible for the changes? Each group is to present their findings to the class in summary form. Students are given a note-taking scaffold to complete as they listen to other group presentations of life in China before, during and after the Mongol conquest. Teacher exposition explains the causes and effects of the break-up of the empire. The class discusses the significance of the causes and places them in order of importance. Define the term <i>Pax Mongolica</i> and assess the significance of Mongol expansion: www.silk-road.com/artl/paxmongolica.shtml http://afe.easia.columbia.edu/mongols/history/history5.htm. Empathy task: Students create a dialogue between conquerors and the conquered, Mongols and foreigners. They work in pairs and create a dialogue between two characters who have had different experiences of the Mongol expansion. The characters can be fictional but their experiences must reflect actual historical circumstances. Possible pairs of characters can be suggested, eg a child from a family that was forced by the Mongols to leave her home and a young Mongol prince; a Mongol shaman and a Buddhist priest; Genghis Khan and a conquered ruler; Kublai Khan and Marco Polo; a Mongol general and a gatekeeper on the Great Wall of China. Dialogues may be presented as a live performance, script, audiotape, videotape, cartoon or storyboard, exchange 	<p>Why did the Mongols tax their own people?</p> <p>To what extent are the sources about the Mongols written and/or illustrated by foreign peoples accurate, useful and reliable? What advice would you give an historian about using such sources?</p> <p>Extension: Explore the role of women in the Mongol empire, particularly Kublai Khan's mother, wife and niece. Use an annotated family tree graphically organise their impact on Kublai Khan.</p>
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	<p>of letters.</p> <ul style="list-style-type: none"> • After researching the reign and contributions of Kublai Khan, students create an epitaph on a Chinese memorial to him, outlining his contributions in five main points. The class discusses his contributions and votes on the most significant contribution. <p>Again, refer to http://history-world.org/mongol_empire.htm, pp 12–17 and http://afe.easia.columbia.edu/mongols/.</p> <ul style="list-style-type: none"> • As a conclusion, students re-examine their five predictions of what life was like in nomadic Mongolian society. Which predictions were correct? Why were some predictions incorrect? Can the class explain why they made these earlier assumptions? 	<p>Assess the long-term legacy of Genghis Khan</p> <p>Extension: Why do you think the Mongolian legacy was able to last for so long? How was this different from that of other cultures? Create a game about leadership styles.</p> <p>http://news.bbc.co.uk/go/pr/fr/2/hi/uk_news/magazine/4481195.stm</p>
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Resources

Books

- Brent, P, *Genghis Khan: His Triumph and His Legacy*, London: Weidenfeld & Nicolson, 1976
Langley, A, *Genghis Khan and the Mongols*, Hove: Wayland, 1987
Morgan, D, *The Mongols*, Oxford: Basil Blackwell, 1986
Ratchnevsky, P, *Genghis Khan: His Life and Legacy*, Oxford: Blackwell, 1991
Rossabi, M, *Khubilai Khan: His Life and Times* (Twentieth Anniversary Edition), Berkeley: University of California Press, 2009
Turnbull, S, *Genghis Khan and the Mongol Conquests*, London: Routledge, 2003

Websites

- http://wn.com/Mongol_invasion#/videos
www.metmuseum.org/toah/hd/khan1/hd_khan1.htm
www.metmuseum.org/toah/hd/yuan/hd_yuan.htm
www.metmuseum.org/exhibitions/listings/2010/khubilai%20khan
http://history-world.org/mongol_empire.htm
www.archaeology.org/0301/etc/kamikaze.html
www.archaeology.org/0301/etc/wrath.html
www.chinaculture.org/chineseway/2012-07/31/content_437564.htm
http://elibrary.sd71.bc.ca/subject_resources/socials/mogolempire.htm
www.lacma.org/khan/map.htm
http://news.bbc.co.uk/player/nol/newsid_4480000/newsid_4482100/4482155.stm?bw=nb&mp=wm#
http://elibrary.sd71.bc.ca/subject_resources/socials/mogolempire.htm#geography
www.allempires.com/article/index.php?q=The_Mongol_Empire
www.nationalgeographic.com/genghis/timeline/index.html
<http://history.cultural-china.com/en/46H2406H11139.html>
<http://afe.easia.columbia.edu/mongols/>
www.encyclopedia.com/topic/Kublai_Khan.aspx#1