

Globalizing the Common Core Lessons

Title: **The Rise and Fall of the Mongolian Empire**

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Standards (See Appendix):

California History / Social Science Content Standards-7.3.4 and 7.3.6

California Common Core State Standards-RH7.1-2, RH7.4-9; WH7.1-2, WH7.4-6, WH7.9; SL7.1-4

Overview:

In this 3-day lesson students examine the rise and fall of the Mongolian empire by reading the Background Reading on the Mongolian Empire together. Partners analyze a chronology of events (two corresponding timelines) and an organizational chart to frontload and conceptualize information. Five Literature Groups analyze selected primary and secondary sources by sourcing documents, conducting a close read, corroborating data and contextualizing events. Small groups with representation from all five literature circles develop a hypothesis about the content of the lesson by relating it to one of the “11 Universal Themes” in a poster. Students then respond to the prompt in an essay supported by a thesis statement and evidence.

Inquiry Question:

What was the most important element used by the Mongols to control their vast empire?

What was the most important thing the Mongols did to control their vast empire?

Materials (see Bibliography and Appendix):

- *Background Reading on the Mongolian Empire*
- *Timeline of Mongolian Empire*
- *Timeline of Successor Kingdoms to the Mongolian Empire*
- *Background Discussion Questions*
- *Mandate of Heaven Requirements*
- *Poster Requirements*
- *Literature Circle Documents Review Questions*
- *Writing Assignment*
- *Written Assignment Rubric*
- *Primary and Secondary Source Excerpts (For copies and access information, see Appendix):*
 - *A-The Journey of Friar John*

- *B-The Travels of Marco Polo*
- *C-The Travels of John de Marignolli*
- *D-The Travels of Marco Polo*
- *E-Description of the Mongols after the Conquest of Russia*
- *F-Biological Warfare at the Siege of Caffa*
- *G-The Travels of Ibn Battuta*

Preparation:

- Arrange students into small “Home Groups”, each with five-six students
- Provide every student in each group with a folder containing all materials.
- Provide Poster Paper for each small “Home Group” to use after Literature Circles.

Activities:

Day 1-Students will read the Background Reading on the Mongolian Empire together. Small Home Groups will analyze both timelines and organizational chart, responding to the Background Discussion Questions.

Day 2-Students meet in their Home Groups Count and count off from 1-5, which will correspond to Literature Circle Numbers. If there are more than five students in a group, assign two students to one number. Each literature circle will be responsible for reading and analyzing a set of primary and secondary sources and responding to relevant Literature Circle Discussion Questions. When students have completed the discussion questions in their Literature Circles, they return to their Home Groups where each student will take one minute to discuss the literature that they read. For homework, students will respond to all Literature Circle Discussion Questions.

Day 3-Discuss and review the Literature Circle Discussion Questions with the whole class. Students then return to their Home Groups to develop a poster creating a model of the communication patterns designed around one of the eleven Universal Themes (see poster instructions in the Appendix). Each group will present their poster to the class.

Assessment

Students individually respond to the following prompt in a well-written essay, developing a thesis statement supported by claims and substantial evidence from the literature:

“What was the most important element used by the Mongols to control their vast empire?”

One or two rounds of peer-editing--checking for thesis statement, claims supported by evidence, conclusion, M.U.G.S. (mechanics, usage, grammar, spelling), etc.—follow. Students revise and submit their final drafts. A Point Rubric (see Appendix) is used to measure student achievement on the written responses.

Adaptations:

- The language of the documents (primary and secondary sources) has been adapted to meet student needs. Some language has been simplified and sentences shortened for diverse learners (ELL, Special Education). The original text of each document can be found at the specified URL address in the Bibliography.
- Literacy strategies (i.e., 4-3-2-1 Annotate, Write-Around, Say-Mean-Matter, etc.) should be used to assist students in making deeper connections to the text. For example, the teacher may elect to read an excerpt of a Source to students while conducting a Think-Aloud, modeling Historical Thinking Skills such as Sourcing, Corroboration, Contextualization, and conducting Close Reading—before students read the Sources in their Literature Circles and employ the same literacy strategies that the teacher modeled.
- Gifted and Talented Education (GATE) Differentiation: Students may take *Cornell Notes* on primary and secondary sources using *Acosta's Question Levels*.
- A writing assignment guide for individualized instruction is included in the appendix for consideration.

Extensions:

1-Prior to Day 1 or between Day 1 and Day 2 of the lesson, the teacher may show the BBC Documentary entitled, "The Secret History of Genghis Khan". This documentary is partially based upon a primary source entitled, "The Secret History of the Mongols".

2-Following Day 4 students may:

- Compare and contrast the collapse of the Roman Empire with the Mongolian Empire.
- Research the Mongolian role in the Middle East during the Middle Ages (e.g., The Collapse of Khwarezmia (Persia), 1219-21; The Fall of Baghdad in 1258; the Siege of Acre in 1291);
- Discuss the failed Mongolian naval expeditions in Japan and Indonesia;
- Map Mongolian state relations with Tsarist Russia, the Vatican, Middle Eastern Caliphates, Japan, Korea, Vietnam, Burma, India;
- Explain the fall of the Byzantine Empire, the rise of the Ottoman Empire, and the role that Black Sea city-state empires such as the Empire of Trebizond, The Nicaean Empire, Georgia and Armenia played in medieval trade routes.

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Appendix 1: Background Reading on the Mongolian Empire

Most of what we know about Genghis Khan comes from “The Secret History of the Mongols,” written after his death. Much of his early life is unknown. Genghis Khan was probably born in 1162 CE on the Mongolian steppe to a tribal chieftain and his wife. His given name was Temujin, and he was a member of the Borjigin Clan, one of 49 clans on the Mongolian steppe. The Borjigin had claimed the title of Khan, or emperor, for multiple generations. Temujin had 3 full brothers, 1 full sister, and 2 half-brothers as well as many aunts, uncles and cousins.

Being a nomadic culture, life on the steppe was difficult and generally consisted of moving south during the cold Mongolian winter where temperatures can reach -80 degrees Fahrenheit and returning north during later spring and summer when temperatures warmed. Temujin’s early life was also difficult. His own clan had abandoned Temujin and his family to avoid feeding them. He and his mother and siblings were left to fend for themselves.

Marriage was conducted as early as the age of 12. Temujin’s father arranged a marriage for him, and at the age of 9 he was sent to live with the parents of his future wife, Borte, where he was expected to serve his future father-in-law for 3 years. Before he turned 10, however, his father was poisoned by an enemy clan. Shortly thereafter, Temujin killed his older half-brother to take the position of head of family. Later in his childhood, he would be captured and enslaved by his own clan but would escape.

He became well-respected and feared within his tribe and clan. He demonstrated leadership by appointing competent allies as opposed to family members to leadership posts, organizing troops into units of 10 regardless of tribe or clan, and ordering his troops to not loot until after territories had been completely conquered. He fought against rival clans and married his sons and daughters to rivals to form alliances by marriage. By 1206 he called for a meeting of all the clans to pronounce himself Genghis Khan which translates to “Universal Ruler”. He controlled territory roughly the size of modern Mongolia or approximately 970,000 square miles, but he wanted a world empire.

He strategically placed each of his four sons in different directions to expand the empire simultaneously. By 1219, he had captured Beijing. By 1221, the Persian Empire had fallen. By 1223, Mongolian troops had pushed their way into Eastern Europe. By 1258, the city of Baghdad had fallen, putting an end to the Golden Age of Islam. By 1259, Korea and Vietnam submitted to Mongolian rule, establishing the largest contiguous empire in terms of land mass. However, several Mongolian naval expeditions ended in disaster, including two failed invasions of Japan and one failed invasion of Indonesia.

Furthermore, Genghis Khan did not succeed in securing peaceful transitions of power. He divided his empire up, giving each of his sons from his first khatun (wife) one-quarter of the empire. Often times, when the Khagan Khan (meaning Emperor of Emperors) died, civil war broke out. Khagan Genghis Khan, however, is credited with improving trade on the silk and spice trade routes and increasing the slave trade by conducting raids twice annually in what has become known as “The Harvesting of the Steppe.”

Appendix 2: Timeline of Mongolian Empire

- 1206:** Genghis Khan unites Mongolian tribes.
- 1219-1221:** Mongols conquer Khwarezmian Empire (Persia). Beginning of Mongol conquest of Islamic and Crusader States in Middle East.
- April 1223:** Russia Campaign. Battle of Kalka River.
- 18 Aug. 1227:** Genghis Khan dies from wounds in battle.
- 1247/1260:** Cilician Armenia submits to Mongol rule.
- 1258:** Hulagu (grandson of Genghis Khan) destroys Baghdad ending both Abbasid Caliphate and Islamic Golden Age.
- 1259:** Vietnam and Korea submit to Mongolian rule. Khagan Mongke Khan (grandson of Genghis Khan) dies.
- 1260:** Crusader State of Antioch submits to Mongol rule.
- 3 Sept. 1260:** Ilkhanate Hulagu takes army back to Mongolia to decide who will be the next Khagan. Egyptian Mamluks use first cannon to defeat Mongols at the Battle of Ain Jalut in Galilee and Jezreel Valley. The Mongols will never be able to take Egypt again.
- 1260-64:** Mongolian Civil War fought between Kublai Khan and Ariq Boke.
- 1274:** Mongol fleet sailing from Korea to stage invasion of Kyushu, Japan fails.
- 1281:** Second Mongolian attempted invasion of Japan fails; as many as 140,000 soldiers killed.
- 1288:** Yuan Shi Li Ting leads foot soldiers with guns against a Mongol Prince in Aching District.
- 1289:** Building of Grand Canal completed using 3 million laborers.
- 1295:** Kublai Khan dies at nearly 80 years old of gout, alcoholism and obesity.
- 1299:** Yuan Dynasty's invasion of Indonesia fails.
- 1330s:** Bubonic Plague, carried by fleas on marmots, a species of rodent and a Mongolian delicacy, spreads throughout China from Mongolia and Kazakhstan.
- 1346:** Genoese Gabriele de' Mussi records Mongolian Siege of Caffa. Mongols use a trebuchet to hurl bubonic plague-laden corpses over the city wall in the first instance of biological warfare in world history. Plague is carried to Italy by escaping merchants.
- 1380:** Russians defeat the Mongol Golden Horde at Kulikovo.
- 1 Sept. 1449:** Crisis of Tumu Forest between Mongolian tribe and Ming Dynasty. Ming Emperor Zhengton is captured along with an army of 500,000 soldiers.
- 1462:** Moghuls, who nominally control Beijing and Nanjing, split into East & West Moghul Empire; adopt Sharia law and reject traditional Mongol *Yassa*.

- 1526:** After the collapse of the Yuan Dynasty, Mongols conduct border raids until 1526.
- 1542:** A Mongolian battle with the Ming Emperor leads to an expansion of the Northern Yuan Dynasty's territory to include Siberia, Lake Baikal, the Gobi Desert, the Yellow River, and the Ordos. Dayan Khagan Khan reunites Mongol Empire.

Appendix 3: Timeline of Successor Kingdoms to the Mongolian Empire

1 st Khagan Genghis Khan (1206-1227)			
Jochi	Chaghatai	2 nd Khagan Ogedei (1229-1241)	Tolui
<p>Left Wing / White Horde (1226-1280) founded by Genghis Khan's full-brothers: Qasar, Khajiun, and Temuge</p> <p>Right Wing / Blue Horde founded by 3 of Genghis Khan's sons: Jochi, Chaghatai, and Ogedei (1227-1256)</p> <p>Golden Horde (1255-1359)</p> <p>Unified Golden Horde (1378-1438)</p>	<p>Western Khans 1348-1402)</p>	<p>7 Sons:</p> <p>3rd Khagan Guyuk (1246-1248)</p> <p>Koden, first Buddhist Mongol Prince</p> <p>Khochu, died in battle</p> <p>Khorachar</p> <p>Khashi, father of Kaidu—defacto Khan of Chagatai Khanate</p> <p>Kadan, attacked Poland</p> <p>Melig</p>	<p>4th Khagan Mongke Khan (1251-1259)</p> <p>Qubilai Khan, founder of the Yuan Dynasty in China and its Environment (1271-1368)</p> <p>Hulegu Khan, founder of the Ilkhanate in Persia and Middle East (1255-1335) n Qara Del Khanate, ruled Hami in present-day Xinjiang, China (1389-1513)</p>
<p>Kazan Khanate (1438-1552, & 1601-1619 during Russia's Time of Troubles)</p>	<p>Eastern Khans (1347-1399)</p> <p>Qara Del Khanate, ruled Hami in present-day Xinjiang, China (1389-1513)</p>	<p>Khutulun, Kaidu's daughter and warrior princess who inspired the story Turandot (1260-1306)</p>	<p>Jalairid Sultanate, ruled over Iraq and Western Persia (1335-1405) but not direct descendants of Genghis Khan & from a different Mongolian Tribe</p>
<p>The Great Horde (1466-1502) known at the time as the Astrakhan Khanate then</p>	<p>Khans of Mughalistan (1348-1462)</p>	<p>Ogedei's line here merges with the Chagatai Khans, Northern Yuan Dynasty,</p>	<p>Injuid Dynasty, a Shia dynasty ruling parts of Persia from 1335-1357 of Mongol origin</p>

reduced and referred to as the Tyumen Khanate		and Tumeds	founded by Sharaf al-Din Mahmud Shah
Crimean Khanate—a Turkic vassal of Ottoman Empire & Successor to Golden Horde (1441-1774) *Patrilineal descendants of Toqa Temur, 13 th Son of Jochi; dyasty dismissed from power in 1478)	**Special Note on Tamur aka Tamurlane (1370-1405), founder of the Timurid Empire (1370-1507), born of the Barlas Clan, a minor noble family related to Genghis Khan through Bodonchir—a direct ancestor of Genghis Khan		Arghun Dynasty, a Turco-Mongol dynasty ruled parts of Afghanistan and Pakistan (1479-1599)
Khanate of Khiva (1511-1920) *Patrilineal descendants of Shayban, 5th Son of Jochi	Western Mughalistan Khans (1462-1591) Eastern Mughalistan Khalistan Khans (1462-1570) Mogul Khans of Yarkand Khanate (1465-1759)		Northern Yuan Dynasty in Mongolia & parts of China at times (1368-163)
	Mansur Khan of Uyghurstan (1543-1690)		Al-Adil Kitbugha-Sultan of Mamluk Sultanate (1294-1296) *Not a direct descendant of Genghis Khan but a foot soldier
** Nogai Horde (1406-Present Day as found within the Nogaysky District in the Republic of Dagestan in 1928 & Nogai District in Karachayevo-Cherkessia Republic in 2007	Kumul Khanate (1696-1930) *Direct descendants of Chagatai Khanate, ruled as vassals to the Qing Dynasty		Genghisid Setsen Khans of Eastern Mongolia, descendants of Kublai Khan, (1627-1922) Bogd Khaanate of Mongolia, last Khagan Khan (1911-1924)

Appendix 4: Questions for Background Reading and Timeline Discussion

1. Genghis Khan had the largest empire in history in terms of landmass. What evidence from the timeline supports this claim?
2. What evidence from the timeline supports the claim, “The Mongols did not develop a peaceful transition of power”?
3. What evidence suggests that the Mongols were a land power (powerful on land) but were not a naval power (powerful at sea)?
4. Define: feudalism and vassal. What evidence from the Background Reading, Timeline, and Organizational Chart supports the thesis that the Mongol Empire was a feudal empire and relied upon the vassal system?

Appendix 5: Mandate of Heaven

The Chinese believe that a leader's right to rule exists only as long as he/she has the "Mandate of Heaven"; if the Mandate is lost, the people have the right to remove the ruler by any means.

Elements of the Mandate of Heaven:

- The Right to Rule is granted by Heaven.
- The Right to Rule is determined by the Emperor(-ess)'s virtue.
- There is one heaven and one emperor.
- A dynasty does not rule forever.
- Peasant uprisings, invasion by foreign troops, and natural disasters are signs that the Mandate of Heaven has been revoked.

Appendix 6: Poster Requirements

Background Information- There are at least 11 Universal Themes. These include:

- Change
- Conflict
- Exploration
- Force
- Influence
- Order
- Patterns
- Power
- Relationships
- Structure
- Systems

Directions-Based upon the primary and secondary sources your group has read, create a conceptual model for communication during the Mongol era by focusing on one of the 11 Universal Themes. For example, if your group selects the theme “Relationships,” you will need to create a poster that depicts communication within relationships embedded in the primary and secondary source literature your group has read in your literature circles. Likewise, if your group selects the theme of Influence, your group must create a model of influence for communication during the Mongol era based upon the literature. Select one spokesperson for your group to share the theme you have selected and explain how your poster models that theme. The spokesperson will be given several minutes to share with the class.

Appendix 7: Literature Circle Document Review Questions

Literature Circle Group #	Primary / Secondary Source Literature	Discussion Questions
Literature Circle #1 The topic is: Government Administration	<p><i><u>The Journey of Friar John of Pian de Carpine to the Court of Kuyuk Khan, 1245-1247.</u></i></p> <p><i><u>The Travels of Marco Polo with an Introduction by Paul Smethurst. Of the council of twelve great officers appointed for the affairs of the army, and of twelve others, for the general concerns of the empire; Book 2, Chapter XIX: p 172</u></i></p> <p><i><u>The Travels of John de Mariqnoilli 1339-1353.</u></i></p>	<ol style="list-style-type: none"> 1. How did the Mongols administer their empire? 2. What evidence does Carpine offer to defend his claim that nations came to pay Mongols tribute? 3. The Council of Twelve was given extraordinary powers by Kublai Khan. Describe these powers. 4. How does the Mongolian government(s) establish diplomatic relations?
Literature Circle #2 The topic is: Defenses	<p><i><u>The Travels of Marco Polo with an Introduction by Paul Smethurst. Of the places established on all the great roads for supplying post-horses—of the couriers on foot—and of the mode in which the expense is defrayed; Book 2, Chapter XX: p 174</u></i></p> <p><i>13th C. Description of Mongols after conquest of Russia (1243)</i></p>	<ol style="list-style-type: none"> 1. How did the Mongolian leadership communicate throughout the empire? 2. How are the accounts of the couriers on the battlefield and Polo's description of the postal system similar? 3. What purpose does the postal system serve? How do you know?
Literature Circle #3 The topic is: Battlefield Conditions	<p><i>Biological Warfare at the 1346 Siege of Caffa.</i></p> <p><i>13th C. Description of Mongols after conquest of Russia (1243)</i></p> <p><i><u>The Travels of Marco Polo with an Introduction by Paul Smethurst. Of the council of twelve great officers appointed for the affairs of the army, and of twelve others, for the general concerns of the empire; Book 2, Chapter XIX: p 172</u></i></p>	<ol style="list-style-type: none"> 1. What are several reasons why Mongols were waging war? 2. Why did the Mongols suddenly attempt to expand? <ol style="list-style-type: none"> a. What were the geographic conditions of the Mongolian steppe in the late twelfth and early thirteenth centuries? b. What were the Mongolian motives for waging war? 3. What evidence is presented that Mongols

		were ravaged by disease?
Literature Circle #4 The topic is: Trade	<u><i>Ibn Battuta: International Trade at the Malabar Coast.</i></u>	<ol style="list-style-type: none"> 1. How did the Mongols establish trade? 2. The Chinese used three types of ships. Describe the junk (ship). 3. Describe the organization (hierarchy) on the junk that facilitated trade. 4. What technological innovations does the author reference that facilitated trade at sea?

Appendix 8: Writing Assignment

Directions: Read the background information and quotes below. Then, read and respond to the prompt using evidence from the primary and secondary source documents.

Background 1: The Mongolian Empire was the largest empire in world history in terms of landmass. It was a feudal empire. The division of the empire into separate khanates (kingdoms / emperors) & civil war helped lead to the empire's eventual collapse beginning with the Ilkhanate, seconded by the Yuan Dynasty, the Golden Horde, the Chagatai Khanate, and followed by successor khanates and empires such as the Crimean Khanate & the Mughal Empire. It is may be necessary, then, to look to philosophy to help explain the collapse of the Mongolian Empire.

(The following is a quote from the Nestorian Tablet, a stone carving standing nearly 10 feet tall with dragons, crosses and nearly 2,000 Chinese characters on it now housed within the Peilin or "Forest of Tables" in Sian-fu, China. The Nestorians were an early Christian Sect in Syria that sent missionaries to China who had erected the stone tablet in 781 CE to celebrate their success.)

Quote #1: "Right principles have no invariable name, holy men have no invariable station; instruction is established in accordance with the locality, with the object of benefiting the people at large."

Background 2: The Mandate of Heaven was a tool dynasties used to communicate their right to rule.

(The following is a quote taken from Chu Yuan-Chang: Manifesto of Accession as First Ming Emperor, 1372 CE. Chu Yuan-Chang was an orphaned peasant Buddhist monk. During periods of drought and starvation, he began a rebellion first leading a band of rebels who stole from wealthy families and distributed their loot among Chinese peasants. As his fame, reputation, and military skill grew capturing many cities including the Yuan capital of Beijing, he declared himself emperor, established the Ming Dynasty, and assumed the name HungWu.)

Quote #2: "Since the Sung dynasty had lost the throne and Heaven had cut off their sacrifice, the Yuan (Mongol) dynasty had risen from the desert to enter and rule over (China) for more than a hundred years, when Heaven, wearied of their misgovernment and debauchery, thought also fit to turn their fate to ruin, and the affairs of (China) were in a state of disorder for eighteen years. But when the nation began to rouse itself, We, as a simple peasant of Huai-yu, conceived the patriotic idea to save the people, and it pleased the Creator . . . We have established peace in the Empire, and restored the old boundaries of (China). We were selected by Our people to occupy the Imperial throne of (China) under that dynastic title of "the Great Ming" . . . We cannot but let the world know Our intention to maintain peace within the four seas. It is on this ground alone that We have issued this Manifesto."

Background 3: To survive, an empire must have communication, transportation, an efficient military, an organized government administration, and established trade routes.

Prompt: What was the most important element used by the Mongols to control their vast empire?

Appendix 9: Persuasive Writing Assignment Rubric

Directions: Your assignment will be graded based upon this rubric. Use this rubric as a guide in writing, editing, and revising your assignment.

Traits	4	3	2	1
Organization	The introduction is inviting, states the thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion restates the thesis and summarizes the claims.	The introduction includes a thesis and provides an overview of the issues. Information is presented in a logical order but does not always maintain the interest of the audience. A conclusion summarizes claims but does not restate the thesis.	The introduction includes the main thesis. Most information is presented in a logical order. A conclusion is included, but it is based upon personal opinion rather than restating the thesis and summarizing the evidence.	There is no clear introduction, structure, or conclusion.
Thesis	There is one thesis that strongly and clearly identifies the issue.	There is a thesis that states the issue.	A thesis is not clearly stated, there is little reference to the issue.	The thesis is not easily understood. There is little or no reference to the issue.
Claims and Support of Claims	Three or more excellent reasons are stated and evidence is drawn from primary and secondary sources in quotations.	Two or three reasons are stated and evidence is referred to in primary and secondary sources.	Two reasons are provided by little evidence from primary or secondary sources is referred to.	One argument that is provided (claim) is weak or missing and does not draw upon primary and secondary sources.
Attention to Audience	Argument demonstrates a clear understanding of the potential audience and anticipates counterarguments.	Argument demonstrates a clear understanding of the potential audience.	Argument demonstrates some understanding of the potential audience.	Argument does not seem to target any particular audience.
Grammar, Mechanics, & Spelling	The written response is error-free.	There are few errors that do not interfere with understanding.	There are several errors and some understanding is lost.	There are numerous errors and meaning / context is lost.

Appendix 10: California State Content Standards Covered

- 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
 6. Describe the development of the imperial state and the scholar-official-class.

Appendix 11: Common Core State Standards Covered

Reading Standards of Literacy in History / Social Science

- 7.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 7.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 7.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history / social studies.
- 7.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 7.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- 7.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 7.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- 7.9 Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards for History / Social Science

- 7.1 Write arguments focused on discipline-specific content.
- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 7.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concept.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

7.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

7.9 Draw evidence from informational texts to support analysis, reflection, and research.

Speaking and Listening Standards

1. Engage effectively in a range of collaborative discussions (one-on-one), in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines
 - c. and define individual roles as needed.
 - d. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - e. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
4. Present claims and finding (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
 - a. Plan and present an argument that supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.

Appendix 12: Primary and Secondary Sources (A – G)

Source A: The Journey of Friar John of Pian de Carpine to the Court of Kuyuk Khan, 1245-47

Source B: The Travels of Marco Polo

Source C: The Travels of John de Marignolli 1339-1353

Source D: The Travels of Marco Polo

Source E: 13th C. Description of Mongols after conquest of Russia (1243)

Source F: “Biological Warfare at the 1346 Siege of Caffa”

Source G: Ibn Battuta, “International Trade at the Malabar Coast”

Source A: The Journey of Friar John of Pian de Carpine to the Court of Kuyuk Khan, 1245-47

*Background: In 1245 Pope Innocent IV sent two Franciscan monks, John of Plano Carpine and Benedict the Pole, as envoys to the Mongol Khan located at the Mongol capital of Karakorum. Their two year journey required them to pass through much of the realm of Khan Batu, ruler of the Golden Horde before reaching **Karakorum**¹, Mongolia. They, along with thousands of other dignitaries, witnessed the proclamation that Guyug was the new Khagan Khan (Great Khan or Emperor of Emperors).*

Text 1: “After that we entered the country of the Mongols, whom we call Tartars. And we journeyed through the country for three weeks, I think riding hard, and on (July 22nd) we arrived at Kuyuk’s, the present emperor. Along all this (part of the) route we travelled very fast, for our Tartars had been ordered to take us quickly to the solemn court which had already been convened for several years for the election of an emperor, so that we might be present at it.”

Text 2: “When we reached Kuyuk’s camp, he caused us to be given a tent and allowances such as the **Tatars**² are in the habit of giving; but they treated us better than they did the other ambassadors. We were not called (before Kuyuk) however, for he had not yet been elected, nor had they settled about the succession; the translation of the letters of the Lord Pope . . . And when we had been there five or six days, he sent us to his mother, where the solemn court was being held. When we got there they had already erected a great tent made of white purple, which in our opinion was large enough to hold more than two thousand persons; and around it a wooden paling had been made, and it was ornamented with diverse designs.”

Text 3: “In the great square was a duke of Russia, several princes, also two sons of the King of Georgia, a sultan, the ambassador of the **Caliph of Baldach**³, and more than ten other sultans of the (Muslim-controlled lands in the Middle East) . . . For there were more than four thousand envoys as well those bringing tribute as those offering presents, sultans and other chiefs who had come to present themselves in person, those who had been sent by their rulers, and those who were governors of countries.”

Text 4: “. . . there was a fine large plain near a river between mountains, where another tent was set up, and it is called by them the Golden Orda: and here it was that Kuyuk was to have been placed on the throne on (the 15th of August) . . . He received likewise the ambassadors, but very few persons entered his tent. Here also such great quantities of presents were given him by the ambassadors, silks, **samites**⁴, purples, **baldakins**⁵, silk girdles worked in gold, splendid furs and other things, that it was a marvel to see. . . . there were more than five hundred carts, all full of gold and silver and silken gowns, all of which was divided up between the Emperor and the chiefs; and the various chiefs divided their shares among their men as they saw fit.”

¹ **Karakorum**: The capital of the Mongol Empire (1234-1260) & the Northern Yuan (1300s-1400s).

² **Tatars**: A Turkic people living in Eurasia, one of the five tribal confederations on the Mongolian plateau.

³ **Caliph of Baldach**: The Caliph of Baghdad.

⁴ **Samites**: A luxurious and heavy silk fabric worn in the Middle Ages, weaved with gold or silver thread.

⁵ **Baldakins**: Swedish word for canopies.

Source B: The Travels of Marco Polo

Background: Marco Polo was the son of a Venetian merchant. He, his father and uncle set off in 1271 to visit Kublai Khan in Beijing. The book, "The Travels of Marco Polo," written in 1298, describes Marco Polo's overland and maritime voyages. His 24-year journey led him to become a government official in China where he spent time at Kublai Khan's court. In the entry that follows, Marco Polo writes about two councils, a Council of Twelve Great Officers for the administration of the Army, and a Council of Twelve Other Officers for the administration of the 34 provinces of Yuan-controlled China.

Text 1: "The Grand Khan selects twelve noblemen of high rank and consequence . . . whose duty it is to decide upon every point respecting the army; such as the removal of troops from one station to another; the change of officers commanding them; the employment of a force where it may be judged necessary; and the numbers which it may be proper to detach upon any particular service, according to the degree of its importance. Besides these objects, it is their business to distinguish between officers who have given proofs of valor in combat and those who have shown themselves based and cowardly, in order to advance the former and to degrade the latter."

Text 2: "The **tribunal**⁶ composed of these twelve nobles is named Thai, denoting a **supreme court**⁷, as being responsible to no other than the **sovereign**⁸. Besides this, there is another tribunal, likewise of twelve nobles, appointed for the **superintendence**⁹ of everything that respects the government of the thirty-four **provinces**¹⁰ of the empire (in China). These have in Kanbalu a large and handsome palace or court, containing many chambers and halls. For the business of each province there is a presiding law-officer, together with several clerks, who have their respective apartments in the court, and there transact whatever business is necessary to be done for the province to which they belong, according to the directions they receive from the tribunal of twelve. These have authority to make choice of persons for the governments of the several provinces, whose names are presented to the grand khan for confirmation of their appointments and delivery of the tablets of gold or of silver appropriated to their ranks. They have also the superintendence of every matter that regards the collection of the revenue, both from land and customs, together with its disposal, and have the control of every other department of the state; with the exception only of what relates to the army. This tribunal is named Sing, implying that it is a second high court, and, like the other, responsible only to the grand khan. But for the former tribunal, named Thai, which has the administration of military affairs, is regarded as superior in rank and dignity to the latter."

⁶ **Tribunal:** An institution with the authority to judge, adjudicate on, or determine claims or disputes.

⁷ **Supreme Court:** the highest judicial court in a state or country.

⁸ **Sovereign:** the supreme ruler, in this case it is a reference to Kublai Khan in China.

⁹ **Superintendence:** the act or function of superintending or directing

¹⁰ **Province:** an administrative division within a country or state.

Source C: The Travels of John de Marignolli 1339-1353

*Background: Friar John, Bishop of Bisignano was sent as an envoy in 1338 by Pope Benedict XI to carry letters and presents from the Vatican to the Grand Khan. Friar John traveled with a group of merchants and detailed his journey. While much of his work deals with medieval Christian theories about geography, Friar John's account of the "middle" Mongolian kingdom indicates the vastness of the empire. He also details the port city of Caffa, located on the **Crimean Peninsula**¹¹ on the Black Sea.*

Text 1: "We set out from Avignon in the month of December, came to Naples in the beginning of Lent, and stopped there till Easter (which fell at the end of March), waiting for a ship of Genoa, which was coming with Tartar (Mongol) **envoys**¹² whom the Khan had sent from his great city of Cambalec to the Pope, to request the latter to dispatch an **embassy**¹³ to his court, whereby communication might be established, and a treaty of alliance struck between him and the Christians . . . Moreover the chief princes of his whole empire more than thirty thousand in number, who are called Alans, and govern the whole Orient, are Christians either in fact or in name . . . ready to die for the Franks."

Text 2: "Then we sailed across the Black Sea, and in eight days arrived in Caffa, where there are Christians of many sects. From that place we went on to the first Emperor of the Tartars, Usbec, and laid before him the letters which we bore . . . and the Pope's presents . . . We preceded to Armalec (the capital) of the Middle Empire. There we built a Church, bought a piece of ground, dug wells, sung masses and helped baptized several; preaching freely and openly, notwithstanding the fact that only the year before the Bishop and six other Minor Friars had there undergone for Christ's sake a glorious martyrdom, illustrated by brilliant miracles."

Text 3: "And sailing on the feast of St. Stephen, we navigated the Indian Sea until Palm Sunday, and then arrived at a very noble city of India called Columbum, where the whole world's pepper is produced."

¹¹ **Crimean Peninsula:** Also known as Crimea, is a major land mass on the northern coast of the Black Sea that is almost completely surrounded by water. It was first settled by the Ancient Greeks in the 7th Century BCE and has been continuously inhabited but its ownership has changed numerous times.

¹² **Envoy:** A messenger or representative typically on a diplomatic mission.

¹³ **Embassy:** A permanent diplomatic mission, the head of which is known as the ambassador.

Source D: The Travels of Marco Polo

Background: Marco Polo was the son of a Venetian merchant. He, his father and uncle set off in 1271 to visit Kublai Khan in Beijing. The book, "The Travels of Marco Polo," written in 1298, describes Marco Polo's overland and maritime voyages. His 24-year journey led him to become a government official in China where he spent time at Kublai Khan's court. In this excerpt, Marco Polo describes the development of a Postal System in China.

Text 1: "From the city of Kanbalu there are many roads leading to the different provinces, and upon each of these, that is to say, upon every great high road, at the distance of twenty-five or thirty miles accordingly as the towns happen to be situated, there are stations, with houses of accommodations for travelers, called *yamb* or post-houses. These are large and handsome buildings, having several well-furnished apartments, hung with silk, and provided with everything suitable to persons of rank . . . At each station four hundred good horses are kept in constant readiness, in order that all messengers going and coming upon the business of the grand khan, and all ambassadors, may have relays, and, leaving their jaded horses, be supplied with fresh ones. Even in mountainous districts, remove from the great roads, where there were no villages, and the towns are far distant from each other, his majesty has equally caused buildings of the same kind to be erected . . . He sends people to dwell upon the spot, in order to cultivate the land, and attend to the service of the post; by which means large villages are formed."

Text 2: "In his (the Khan's) dominions no fewer than two hundred thousand horses are thus employed in the department of the post, and ten thousand buildings, with suitable furniture, are kept up. It is indeed so wonderful a system, and so effective in its operation, as it is scarcely possible to describe."

Text 3: "In the intermediate space between the post-houses, there are small villages settled at the distance of every three miles, which may contain, one with another, about forty cottages. In these are stationed the foot messengers, likewise employed in the service of his majesty. They wear girdles round their waists, to which several small bells are attached, in order that their coming may be perceived at a distance; and as they run only three miles, that is from one of these foot-stations to another next adjoining, the noise serves to give notice of their approach, and preparation is accordingly made by a fresh courier to proceed with the packet instantly upon the arrival of the former."

Text 4: "When it is necessary that the messengers should proceed with extraordinary dispatch, as in the cases of giving information of disturbance in any part of the country, the rebellion of a chief, or other important matter, they ride two hundred, or sometimes two-hundred-fifty miles in the course of a day. On such occasions they carry with them the tablet of the gerfalcon as a signal of the urgency of their business and the necessity for dispatch. And when there are two messengers, they take their departure together from the same place, mounted upon good fleet horses; and they gird their bodies tight, bind a cloth round their heads, and push their horses to the greatest speed. They continue thus till they perform a journey of two come to the next post-house, at twenty-five miles distant, where they find two other horses, fresh and in a state for work; they spring upon them without taking any repose, and changing in the same manner at every stage, until the day closes, they perform a journey of two-hundred and fifty miles. In cases of great emergency, they continue their course during the night, and if there should be no moon, they are accompanied to the next station by persons on foot, who run before them with lights . . ."

Source E: 13th C. Description of Mongols after conquest of Russia (1243)

Background: This account was taken from Richard Hakluyt, a British historian in 1927. He describes, using primary sources, conditions after the Mongols had conquered Russia in 1243. The author, whom Hakluyt is quoting, contextualizes events.

Text 1: Their (the Mongols') country in old time was a land utterly desert and waste, situated far beyond Chaldea, from whence they have expelled lions, bears, and such like (animals), with their bows, and other engines. Of the hides of beasts being tanned, they use to shape for themselves light but yet impenetrable armor. They ride fast bound unto their horses which are not very great in stature, but exceedingly strong, and maintained with little **provender**¹⁴. They used to fight constantly and valiantly with javelins, maces, battle-axes, and swords. But specially they are excellent archers, and cunning warriors with their bows. Their backs are slightly armed, that they may not flee. They withdraw not themselves from the combat till they see the chief standard of their General give back. Vanquished, they ask no favor, and vanquishing, they show no compassions. They all persist in their purpose of subduing the whole world under their own subjection, as if they were but one man, and yet they are more than millions in number They have 60,000 couriers, who being sent before upon light horses to prepare a place for the army to encamp in, will in the space of one-night gallop three days journey."

Text 2: "Sometimes they say, that they will make a voyage to **Colen, to fetch home the three wise kings**¹⁵ into their own country; sometimes to punish the avarice and pride of the Romans, who oppressed them in times past; sometimes to conquer barbarous and Northern nations; sometimes to moderate the fury of the Germans with their own meek mildness; sometimes to learn warlike feats and stratagems of the French; sometimes for the finding out of fertile ground to suffice their huge multitudes; sometimes again in derision they say that they intend to go on **pilgrimage to St. James of Galicia**¹⁶."

¹⁴ **Provender**: animal fodder or food

¹⁵ ". . . **Colen, to fetch home the three wise kings . . .**": This is a reference to the three Wise Kings, or Magi, of the Bible. The "relics of the Magi" were said to be held in Constantinople, brought to Milan in an oxcart by Eustorgius I in 314 CE as ordered by Emperor Constantine. In 1164, the Holy Roman Emperor Frederick Barbarossa took the relics and gave them to the Archbishop of Cologne (in modern-day Germany). A shrine designed by the medieval goldsmith Nicholas of Verdun was constructed between 1180 and 1225 CE.

¹⁶ ". . . **pilgrimage to St. James of Galicia**": The Cathedral of Santiago de Compostela in Galicia, Spain is where, according to Christian tradition, the remains of the apostle St. James the Great are buried.

Source F: “Biological Warfare at the 1346 Siege of Caffa”

Background: Mark Wheelis is a professor at the University of California, Davis. Professor Wheelis and his team interpreted the journals of Gabriele de’ Mussi, an Italian from the city-state of Genoa who was eye-witness to the Mongolian siege of Caffa, located on the Crimean Peninsula on the Black Sea. The City of Caffa was first established as an ancient Greek colony called Theodosia and was later a Roman trade-post. During the middle ages, Caffa was controlled by Venice (1204-1261, 1296-1307). However, during the late 13th century, traders from the Republic of Genoa purchased the city from the Golden Horde and by 1266, Caffa was governed by a Genoese consul. Caffa was closely allied with the Empire of Trebizond and its principality, Theodoro, an Empire created by Queen Tamar of Georgia and the escaping Byzantine Emperor and his family after Constantinople fell during the Fourth Crusade. In this framework, Caffa became one of the world’s largest slave markets before the West-African slave trade. In the following excerpts, Professor Wheelis is quoting Gabriele de’ Mussi, describing the Black Death.

Text 1: “In 1346, in the countries of the East, countless numbers of Tartars and Saracens (Muslims) were struck down by a mysterious illness which brought sudden death. Within these countries broad regions, far-spreading provinces, magnificent kingdoms, cities, towns, and settlements, ground down by illness and devoured by dreadful death, were soon stripped of their inhabitants. An eastern settlement under the rule of the Tartars called Tana, which lay to the north of Constantinople and was much frequented by Italian merchants, was totally abandoned after an incident there which led to its being besieged and attacked by hordes of Tartars who gathered in a short space of time. The Christian merchants, who had been driven out by force, were so terrified of the power of the Tartars that, to save themselves and their belongings, they fled in an armed ship to Caffa, a settlement in the same part of the world which had been founded long ago by the Genoese.”

Text 2: “Oh God! See how the heathen Tartar races, pouring together from all sides, suddenly invested the city of Caffa and besieged the trapped Christians there for almost three years. There, hemmed in by an immense army, they could hardly draw breath, although food could be shipped in, which offered them some hope. But behold, the whole army was affected by a disease which overran the Tartars and killed thousands upon thousands every day. It was as though arrows were raining down from heaven to strike and crush the Tartars’ arrogance. All medical advice was useless; the Tartars died as soon as the signs of the disease appeared on their bodies: swellings in the armpit or groin caused by coagulating humours, followed by a putrid fever.”

Text 3: “Moreover, one infected man could carry the poison to others, and infect people and places with the disease . . . No one knew, or could discover, a means of defense.”

Text 4: “The scale of the mortality and the form which it took persuaded those who lived, weeping and lamenting, through the bitter events of 1346 to 1348—the Chinese, Indians, Persians, Medes, Kurds, Armenians, Cilicians, Georgians, Mesopotamians, Nubians, Ethiopians, Turks, Egyptians, Arabs, Saracens and Greeks (for almost all the East has been affected)—that the last judgment had come.”

Source G: Ibn Battuta, “International Trade at the Malabar Coast”

Background: Ibn Battuta was a Muslim merchant and explorer from Morocco who traveled to Muslim states and places of significance over the course of nearly 30 years (1325-1354). While there is speculation that Ibn Battuta, like Marco Polo, may not have actually visited every place he wrote about, the following excerpt about the Malabar Coast in present-day Kerala, India is generally well-regarded. In this passage, Ibn Battuta discusses his time traveling from New Delhi, India as an ambassador for the Yuan Dynasty of China, to Calicut where he describes Chinese ships.

Text 1: “Thence we travelled to the town of (Calicut), which is one of the chief ports in Mulaibar. It is visited by men from China, Jawa, Ceylon, the Maldives, al-Yaman (Yemen) and Fars (Persia), and in it gather merchants from all quarters. Its harbor is one of the largest in the world.”

Text 2: “The **amir**¹⁷ of the merchants there was Ibrahim Shahbandar, of the people of Bahrain, a worthy man of generous habits, at whose house the merchants used to gather and to eat at his table . . . In this town too lives the famous ship owner Mithqal, who possesses vast wealth and many ships for his trade with India, China, al-Yaman, and Fars . . . We stopped in the port of (Calicut), in which there were at the time thirteen Chinese vessels, and disembarked. Every one of us was lodged in a house, and we stayed there three months as the guests of the infidel, awaiting the season of the voyage to China. On the sea of China travelling is done in Chinese ships only, so we shall describe their arrangements.”

Text 3: “The Chinese vessels are of three kinds: large ships called junks, middle sized ones called zaws, and small ones called kakams. The large ships have anything from twelve down to three sails, which are made of bamboo rods plaited like mats. They are never lowered, but they turn them according to the direction of the wind; at anchor they are left floating in the wind. A ship carries a complement of a thousand men, six-hundred of whom are sailors and four-hundred mean-at-arms, including archers, men with shields and **arbalists**¹⁸, that is men who throw **naphtha**¹⁹. Each large vessel is accompanied by three smaller ones, the “half”, the “third,” and the “quarter”. These vessels are built only in the town of Zaitun in China (Quanzhou), or in Sin-Kalan, which is Sin al-Sin (Canton).”

Text 4: “In the vessel they build four decks, and it has cabins, suites and salons for merchants; a set of rooms has several rooms and a latrine . . . Often a man will live in his suite unknown to any of the others on board until they meet on reaching some town. The sailors have their children living on board ship, and they cultivate green stuffs, vegetables and ginger in wooden tanks. The owner’s factor on board is like a great amir.”

¹⁷ **Amir:** Also written as “Emir”, is the title of a ruler or military leader in many Muslim countries.

¹⁸ **Arbalist:** A person who shoots a crossbow.

¹⁹ **Naphtha:** Generally refers to flammable liquid mixtures

Appendix 13: Writing Assignment Guide

Prompt: What was the most important element used by the Mongols to control their vast empire?

Format:

- **Paragraph 1:** Introduction and early history / the rise of an empire. Here it is possible to discuss: (a) environmental conditions of Mongolia; (b) the rise of Temujin (Genghis Khan); (c) a feudal empire split into separate Khanates (emperors). A transition sentence will be needed, followed by a thesis statement (a claim with three reasons that can be supported by evidence) that directly addresses the prompt.

* Note that Background 3 of Appendix I: Writing Assignment explains that there are at least five elements an empire must possess to survive. You will need to choose three of the four elements.

- **Paragraph 2:** Element #1. Discuss the element. Provide details / supporting evidence. The last sentence should be a transition sentence.
- **Paragraph 3:** Element #2. Discuss the element. Provide details / supporting evidence. The last sentence should be a transition sentence.
- **Paragraph 4:** Element #3. Discuss the element. Provide details / supporting evidence. The last sentence should be a transition sentence.
- **Paragraph 5:** Conclusion. Restate the thesis statement. Defend why one element is superior to the other two elements you have discussed.

