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ESSENTIAL QUESTION

**Who were the
Mongols?**



THE MONGOLS

Based on this picture, what assumptions would you make about the Mongols?



THE MONGOLS

NETWORKS OF EXCHANGE

MEDITERRANEAN

A world map highlighting four major ancient trade networks. The Mediterranean region is outlined in orange. The Silk Roads, spanning from the Mediterranean to the Indian Ocean, are outlined in green. The Trans-Saharan routes across Africa are outlined in red. The Indian Ocean region, including the Indian subcontinent and Southeast Asia, is outlined in dark blue. The background of the map is color-coded: pink for the Mediterranean basin, brown for the Silk Roads, orange for the Trans-Saharan region, and light green for the Indian Ocean basin.

THE SILK ROADS

TRANS-SAHARAN

INDIAN OCEAN

WHO WERE THE MONGOLS?

In your notebook, construct the following graphic organizer:

9/11/17

The Mongol Empire

SOCIAL	
POLITICAL	
INTER- ACTIONS	
CULTURE	
ECONOMIC	

WHO WERE THE MONGOLS?

In your notebook, construct the following graphic organizer:

1. Take out a highlighter.
2. Read through the text.
3. Highlight passages where you recognize one of our themes.
4. Paraphrase the characteristics in your notes under the appropriate theme.

The Mongol Empire	
SOCIAL	<ul style="list-style-type: none">• Gender roles / relations• Family and kinship• Racial and ethnic groups• Social and economic classes
POLITICAL	<ul style="list-style-type: none">• Leaders, political structures and forms of governance• Empires, nations, and nationalism• Expansion, collapse, revolts and revolutions
INTER-ACTIONS	<ul style="list-style-type: none">• Demographics, Disease• Migrations, Settlement patterns• Technology
CULTURE	<ul style="list-style-type: none">• Religion, belief systems, philosophies and ideologies• Science and technology• Art, music, literature, clothing
ECONOMIC	<ul style="list-style-type: none">• Goods, trade, commerce, and labor systems• Agricultural, pastoral, and industrial production• Capitalism and socialism• Production of goods

THE MONGOLS: THE BASICS

- S**
- Used marriage to bond tribes
 - People promoted based on ability, not tribal relationships (**MERITOCRACY**)
 - Genghis Khan's family had privileges over others
 - Targeted aristocrats from conquered territories
-

- P**
- Genghis Khan unites tribes (elected in *kuriltai*)
 - Largest empire in the world – brutal wars – Conquered Jin, Central Asia, Islamic empires
 - Used horsemen, bows, catapults
 - Foreign administrators were used to run the gov't and collect taxes
-

- I**
- Conquered China, Persia, Russia
 - Borrowed achievements and inventions from conquered peoples (**CULTURAL DIFFUSION**)
 - Bubonic Plague spreads from China to Europe killing millions
-

- C**
- More religiously tolerant – Mongols converted to local religions
 - No notable artistic or literary movements
 - Genghis Khan emphasized loyalty and discipline
-

- E**
- **PAX MONGOLICA** – Period of trade and prosperity across Eurasia under Mongol rule
 - Protected Silk Road trade across Eurasia
 - Valued craftsmen and artisans

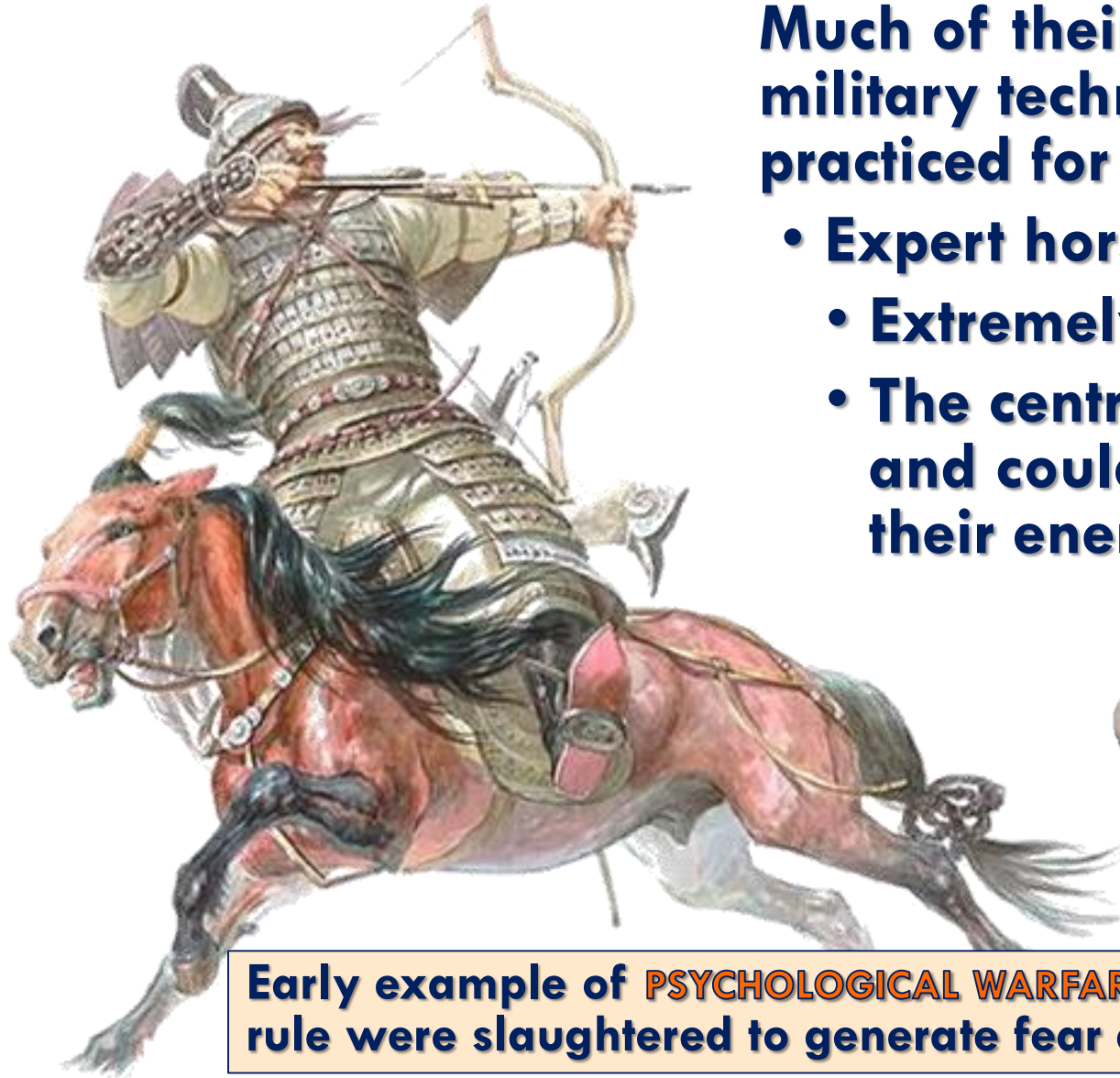
TODAY'S OBJECTIVE

Students will be able to determine how key characteristics of the Mongol Empire by...

- Categorizing information about the Mongols by using the S.P.I.C.E. strategy,**
- Discussing key characteristics about the Mongols, and**
- Constructing a concept map as a class.**



HOW DID THE MONGOL EMPIRE EXPAND?



Much of their success was a result of the military techniques these steppe nomads had practiced for centuries

- Expert horseman and bowman
- Extremely fast and mobile military force
- The central Asian bow was more powerful and could shoot farther than the bows of their enemies



Early example of **PSYCHOLOGICAL WARFARE**: people who resisted Mongol rule were slaughtered to generate fear and incite others to surrender.

HOW DID THE MONGOL EMPIRE EXPAND?

MERITOCRACY:

- Rewarded positions of leadership to the most qualified individuals

CULTURAL DIFFUSION:

- Adopted weapons, armor, tactics and soldiers from other civilizations they encountered (including Chinese, Persians, and Europeans)
- Religiously tolerant and often adopted cultural practices of conquered peoples

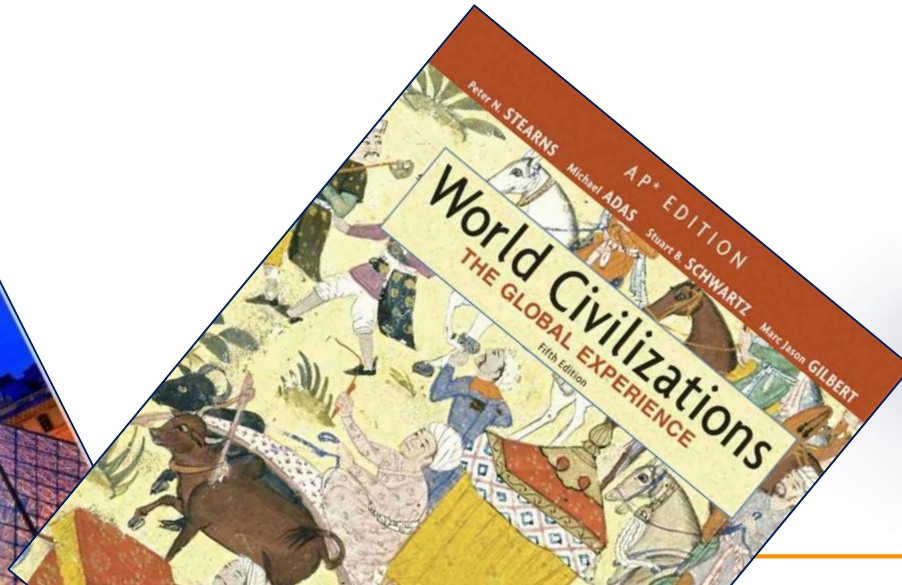
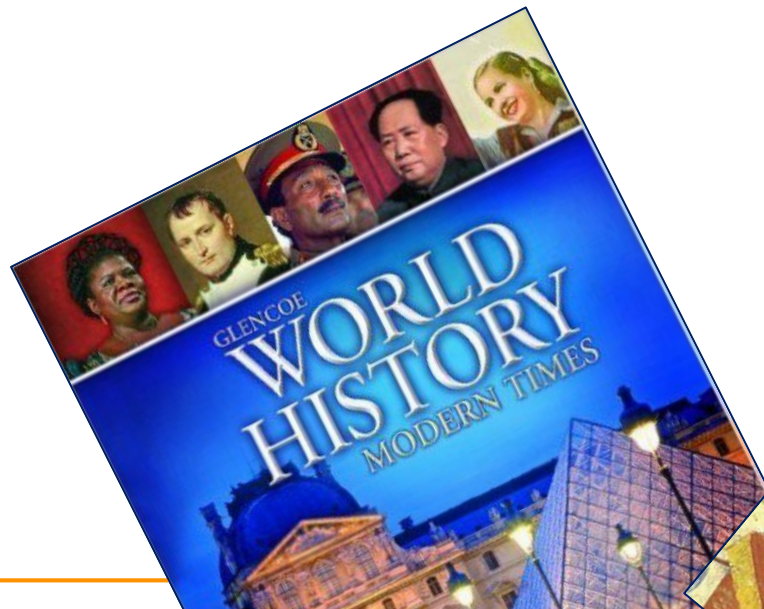


PAX MONGOLICA: The conquest of Genghis Khan brought peace and commercial unification along the Silk Road

- The flow of ideas, religion, technological innovations, and resources (Marco Polo travels to the court of Kublai Khan)
- **NEGATIVE EFFECT:** *The Black Death* spread along trade routes through the empire

ESSENTIAL QUESTION

**How do I determine
if something is
trustworthy?**



**HISTORY IS THE
VERSION OF PAST
EVENTS THAT
PEOPLE HAVE
DECIDED TO
AGREE UPON.**

-- NAPOLEON BONAPARTE

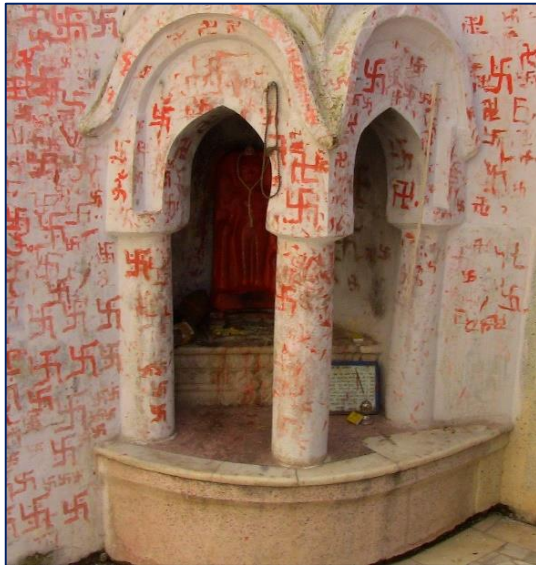


THINKING LIKE AN HISTORIAN



History is an argument about the past and an investigation into how we got here.

1. Examine your **sources**
2. Place evidence in **context**
3. **Read closely**
4. Look for **corroboration**



EXAMINING THE SOURCE

Which of these publications is the *most credible* source of information?



WIKIPEDIA
The Free Encyclopedia

Article [Talk](#)

Barack Obama

From Wikipedia, the free encyclopedia

"Obama" redirects here. For other uses, see Obama (disambiguation).

This article is about the 44th President of the United States.

Barack Hussein Obama II (US President)

Barack Hussein Obama II (US President) (born August 17, 1961) is the 44th President of the United States, a member of the Democratic Party, and a member of the Obama family. He was born in Honolulu, Hawaii, and attended the University of Chicago Law School, where he earned a Juris Doctor degree. He worked as a civil rights attorney and community organizer in Chicago before running unsuccessfully for the U.S. Senate in 2004.

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Tools

EXAMINING THE SOURCE



When analyzing a source, there are characteristics that make a source more or less reliable, such as:

- Credibility of the author
- Commitment of author to the information?

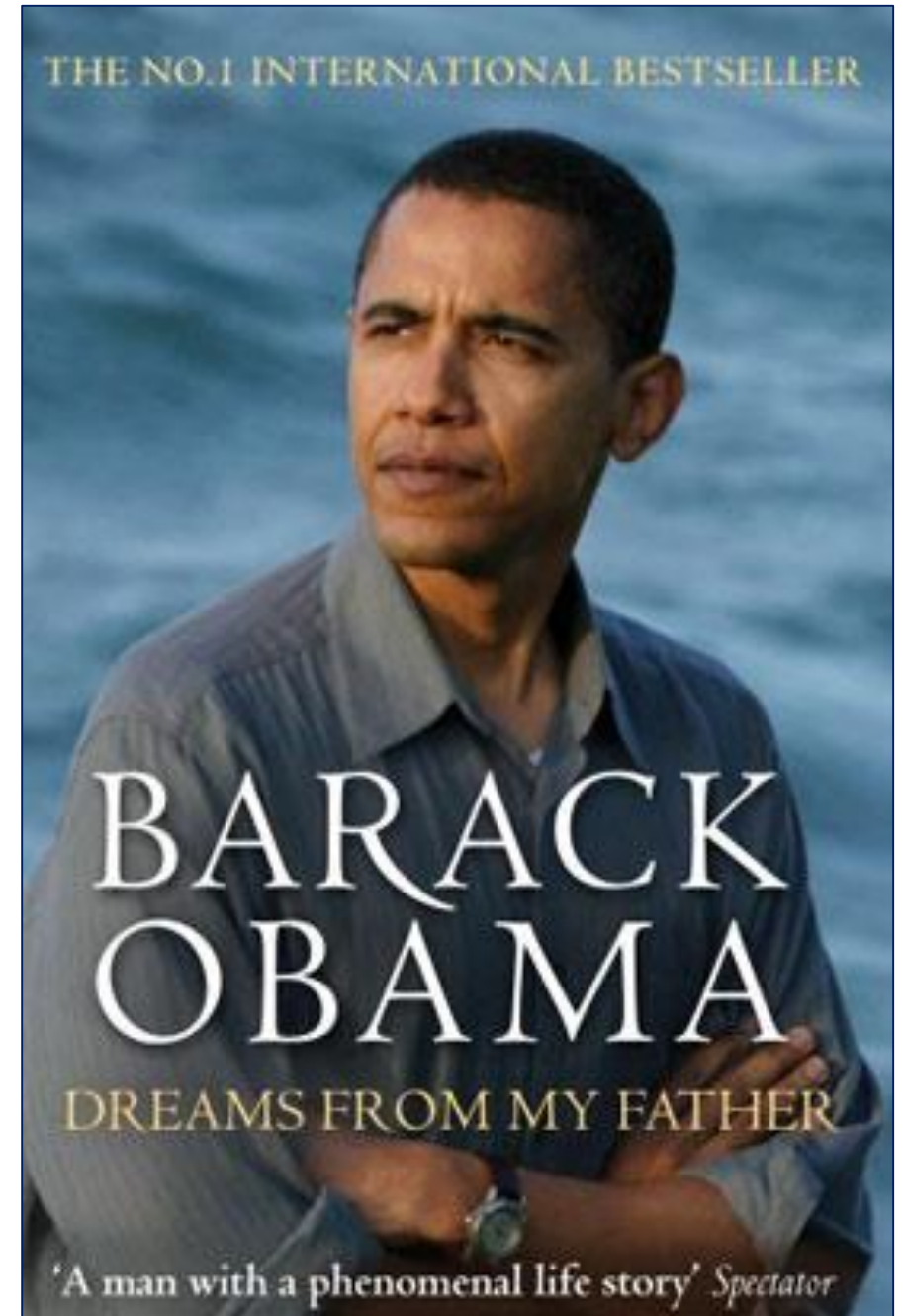
- Is the writing anonymous?
- Are their legal repercussions to printing false information?
- Motive for creating document / evidence
- Witness or not?

A screenshot of the Wikipedia article for Barack Obama. The page title is "Barack Obama" and it includes a search bar, navigation tabs (Article, Talk), and a sidebar with various Wikipedia links. The main text begins with "Barack Hussein Obama II (US /ˈbəˈrɑːk huːˈseɪn əˈbɑːmə/, UK /ˈbæræk huːˈseɪn əˈbɑːmə/; born August 4, 1961) is the 44th and current President of the United States, and the first African American to hold the office. Born in Honolulu, Hawaii, Obama is a graduate of Columbia University and Harvard Law School, where he served as president of the *Harvard Law Review*. He was a community organizer in Chicago before earning his law degree. He worked as a civil rights attorney and taught constitutional law at the University of Chicago Law School from 1992 to 2004. He served three terms representing the 13th District in the Illinois Senate from 1997 to 2004, running unsuccessfully for the United States House of Representatives in 2000. A photograph of Barack Obama is shown on the right side of the article.

EVALUATING SOURCES

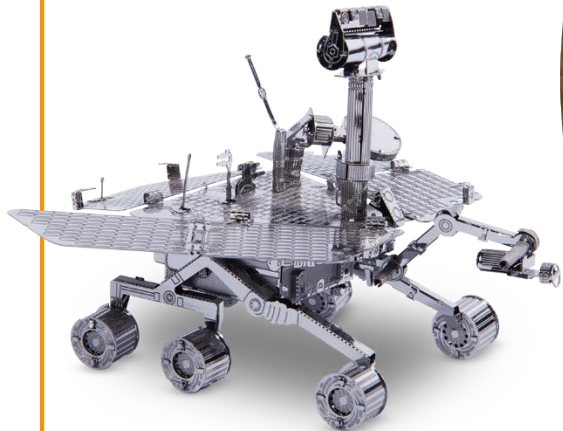
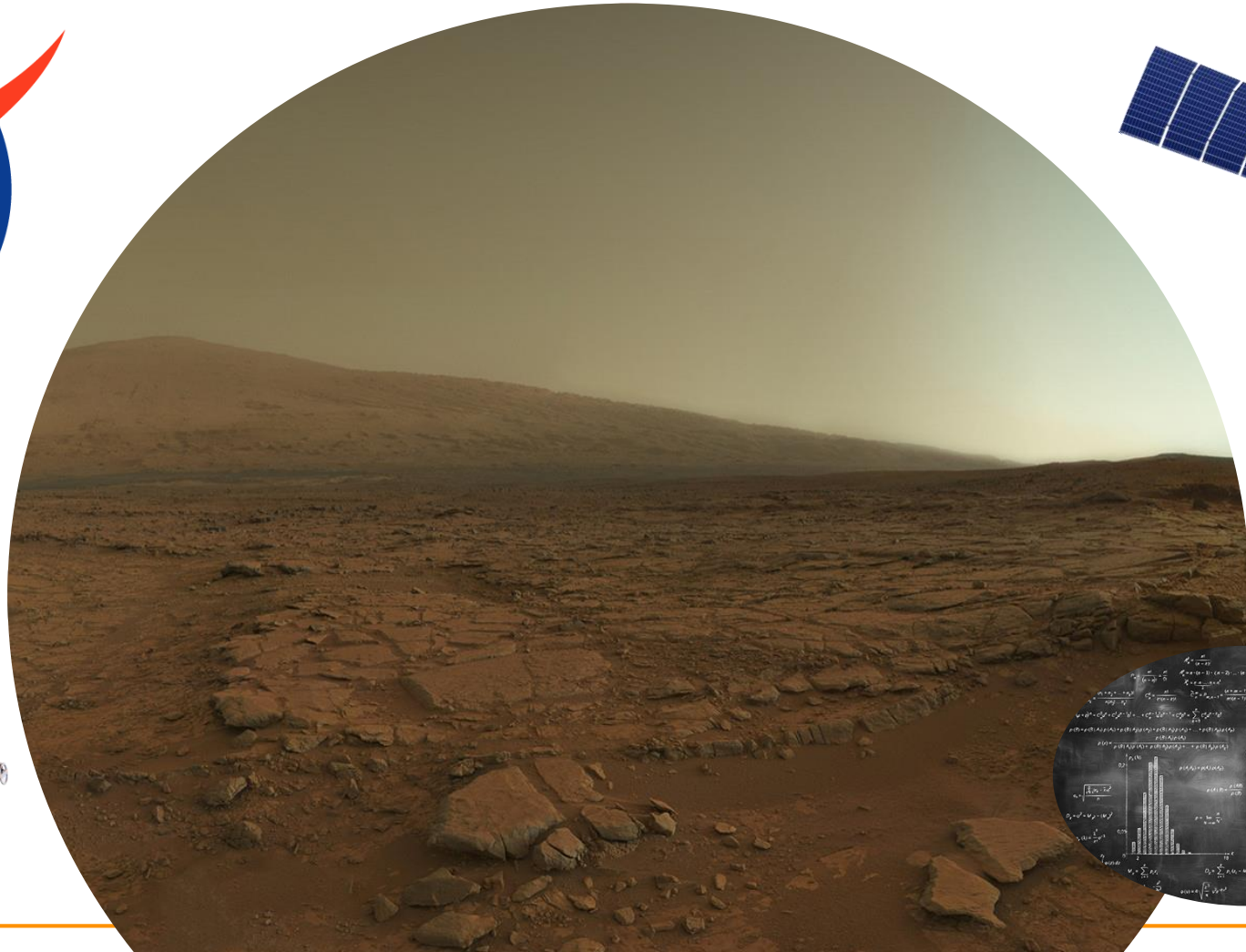
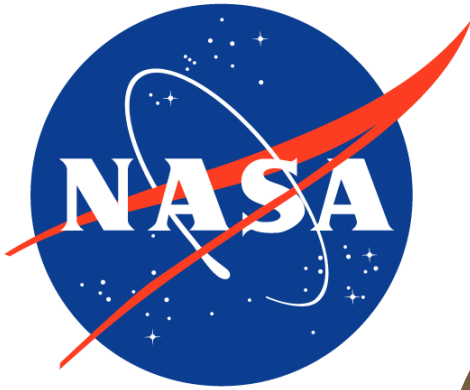
When you examine a piece of evidence, ask yourself:

- **Who wrote this?**
- **What is the author's perspective?**
- **When was it written?**
- **Where was it written?**
- **Why was it written?**
- **Is this a reliable source of information?**



WHAT IS CONTEXTUALIZATION?

Explaining an event and evaluating how it connects to other local, regional, or national events.



CONTEXTUALIZE EVIDENCE



What do you think of when you see this image?

Ask yourself:

Where was this photograph taken?

Kshetrapala shrine in Jabalpur, India

When was this photograph taken?

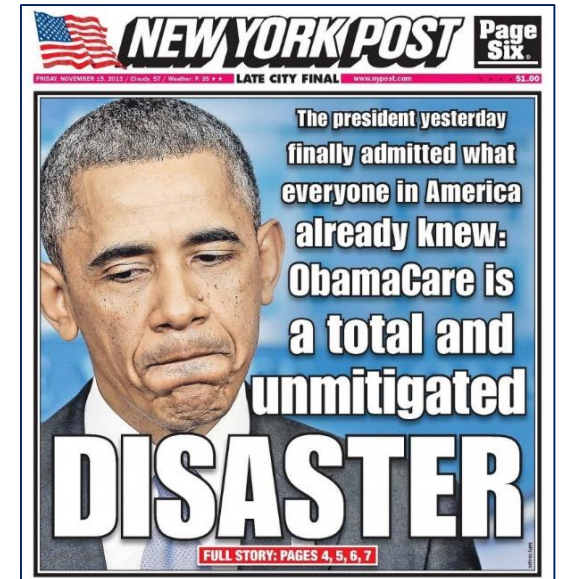
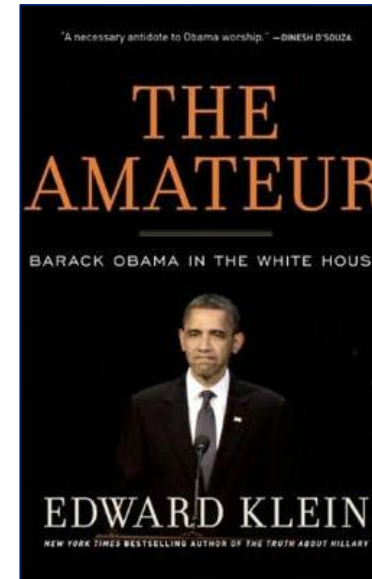
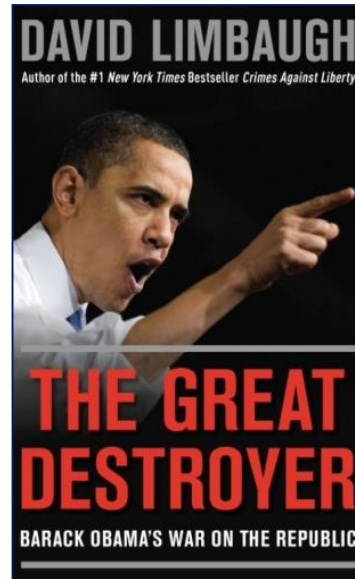
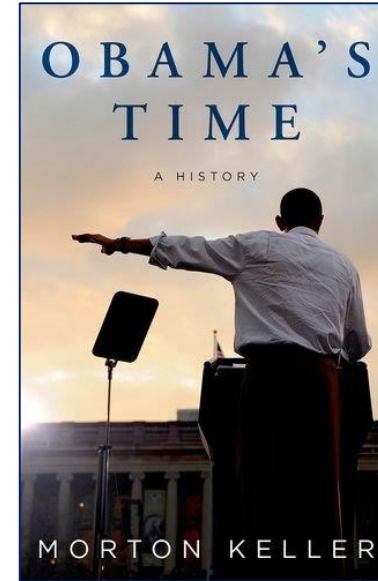
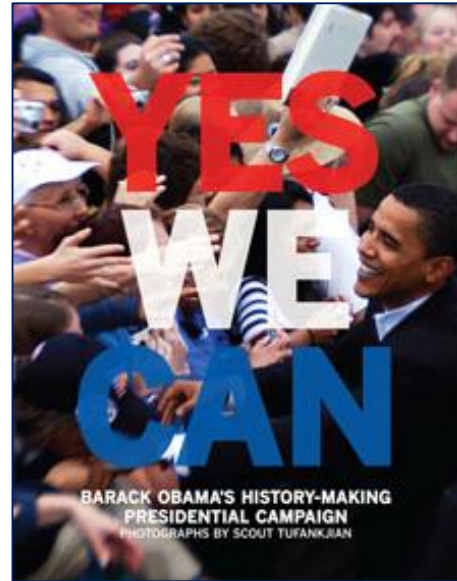
2011

Does that matter?

LOOKING FOR CORROBORATION

What do you do if you find information from two pieces of evidence that contradict each other? How do you know which to believe?

- What do other documents say?
- Do the documents agree? If not, why?
- What are other possible documents?
- What documents are most reliable?



Source A: According to Chinggis Khan's shaman, reported in a Mongol-written history in 1228:

Before you were born [1167] . . . everyone was feuding. Rather than sleep they robbed each other of their possessions. . . The whole nation was in rebellion. Rather than rest they fought each other. In such a world one did not live as one wished, but rather in constant conflict. There was no respite [letup], only battle. There was no affection, only mutual slaughter.

Source E: According to Ata-Malik Juvaini, a Persian chronicler who was employed by the Mongol governor of Persia, in 1261:

In the spring..., the people of Nishapur [a city in Persia] saw that the matter was serious ... By the Saturday night all the walls were covered with Mongols... The Mongols now descended from the walls and began to slay and plunder.... They then drove all the survivors, men and women, out onto the plain; and ... it was commanded that the town should be laid waste in such a manner that the site could be ploughed upon [totally destroyed]; and that ... not even cats and dogs should be left alive....

They severed the heads of the slain from their bodies and heaped them up in piles, keeping those of the men separate from those of the women and children.

Source #1: From Matthew Paris, *Chronica Majora*, 1259.

Note: Paris was a Benedictine monk and English chronicler who is one of the first Europeans to write at length about the Mongols.

They are inhuman and beastly, rather monsters than men, thirsting for and drinking blood, tearing and devouring the flesh of dogs and men, dressed in ox-hides, armed with plates of iron... thickset, strong, invincible, **indefatigable**.... They are without human laws, know no comforts, are more ferocious than lions or bears.... They know no other language than their own, which no one else knows; for until now there has been no access to them... so that there could be no knowledge of their customs or persons.... They wander about with their flocks and their wives, who are taught to fight like men.

indefatigable, adj. - tirelessly continuing onward

Name: _____

DBQ: How did people view the Mongol Empire in the 13th century?

Organizing the Evidence

Directions: Now that you've analyzed all of the sources individually, it's time to start examining how the sources corroborate each other. In the space below, identify some common descriptions of the Mongols and make note of the documents that corroborate that description. This will help you to organize the evidence that you can use to support your thesis statement.

Characteristic...	...is shared by these sources...	...as shown by these specific words from the source
Mongols were fierce, warlike people	(A) Khan's Shaman	"fought each other", "constant conflict", "...only battle"
	(E) Juvaini	"slay and plunder", "laid waste", <i>piles of severed heads</i>
	(F) Paris	"invincible, indefatigable", "more ferocious than lions"

DBQ

HOW DID PEOPLE VIEW THE MONGOL EMPIRE IN THE 13TH CENTURY?

1. CATEGORIZE THE DOCUMENTS

- Sort the documents by common characteristics
- Consider the SOURCE, DESCRIPTION OF THE SUBJECT, TIME PERIOD
- Provide a brief quote / phrase from the text that supports your interpretation



Name: _____

DBQ Prompt: How did people view the Mongol Empire in the 13th century?

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Source B: According to the Italian friar John of Plano Carpini, who spent several months in the Great Khan's court in the late 1240's:

[On previous handout]

Source C: According to the French friar William of Rubruck who spent several months in the Great Khan's court in the early 1250s:

It is the duty of the women to drive the carts, get the dwelling on and off them, milk the cows, make butter and to dress and sew skins . . . They also sew the boots, the socks, and the clothing, make the felt and cover the houses.

The men make the bows and arrows, manufacture stirrups and bits, do the carpentering on their dwellings and carts; they take care of the horses, milk the mares, churn the mares' milk, make the skins in which it is put; they also look after the camels and load them. Both sexes look after the sheep and goats.

At the entrance [of the palace] Master William of Paris has made for him [the Great Khan] a large silver tree, at the foot of which are four silver lions each having a pipe and all belching forth white mares' milk . . . The whole dwelling was completely covered inside with cloth of gold, and in the middle in a little hearth was a fire of twigs and roots of wormwood . . . and also the dung of oxen.

Source D: According to a letter by a Hungarian bishop who had custody of two Tartar captives taken in Russia, written to the bishop of Paris in 1257:

I asked them about their belief; and in few words, they believe nothing. They began to tell me, that they were come from their own country to conquer the world. They make use of the Jewish [actually, Uighur; the Uighurs were a semi-sedentary, literate steppe people, and early allies of the Mongols] letters, because formerly they had none of their own . . . They eat frogs, dogs, serpents and all things . . . Their horses are good but stupid.

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Source F: According to a description by Matthew Paris, English chronicler, in the 1270s:

[On previous handout]

Source G: According to a description by Ghazi, Muslim chronicler, 1270:

Under the reign of Genghis Khan, all the countries . . . enjoyed such peace that a man might have journeyed from the land of the sunrise to the land of sunset with a golden platter upon his head without suffering the least violence from anyone

Source H: According to a description by Marco Polo, a merchant from Venice who sat on the court of Kublai Khan, 1271:

The natives of this city are men of peaceful character, both from education and from the example of their kings, whose disposition [attitude] was the same. They know nothing of handling arms (weapons), and keep none in their houses. You hear of no feuds or noisy quarrels or dissensions among them. Both in their commercial dealings and in their manufactures, they are thoroughly honest and truthful, and there is such a degree of good will and neighborly attachment among both men and women that you would take the people who live in the same street to be all one family.



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Source #2: John of Plano Carpini, *History of the Mongols*, in Christopher Dawson, *The Mongol Mission*, 1955.

Note: John of Plano Carpini was a Franciscan representative of Pope Innocent IV and traveled to Karakorum between 1245 and 1247. It is believed he was the first European to visit the Mongols in their homeland.

In the whole world there are to be found no more obedient subjects than the Tatar [Mongols].... They pay their lords more respect than any other people, and would hardly dare to lie to them.... Their women are **chaste**.... Wars, quarrels, the infliction of bodily harm, and manslaughter do not occur among them, and there are no large-scale thieves or robbers among them.... They treat one another with due respect; they regard each other almost as members of one family, and, although they do not have a lot of food, they like to share it with one another.

Moreover, they are accustomed to **deprivation**; if, therefore, they have fasted for a day or two, and have not eaten anything at all, they do not easily lose their tempers.... While riding they can endure extreme cold and at times also fierce heat. They are extremely arrogant toward other people, [and] tend to anger... easily.... They are the greatest liars in the world in dealing with other people.... They are crafty and sly... [and] have an admirable ability to keep their intentions secret....

They are messy in their eating and drinking and in their whole way of life, [and] cling fiercely to what they have. They have no conscience about killing other people.... If anyone is found in the act of plundering or stealing in the territory under their power, he is put to death without any mercy.

chaste, adj. – restrained, particularly in regard to sexuality

deprivation, n. – lacking something that is considered necessary



Source C: According to the French friar William of Rubruck who spent several months in the Great Khan's court in the early 1250s:

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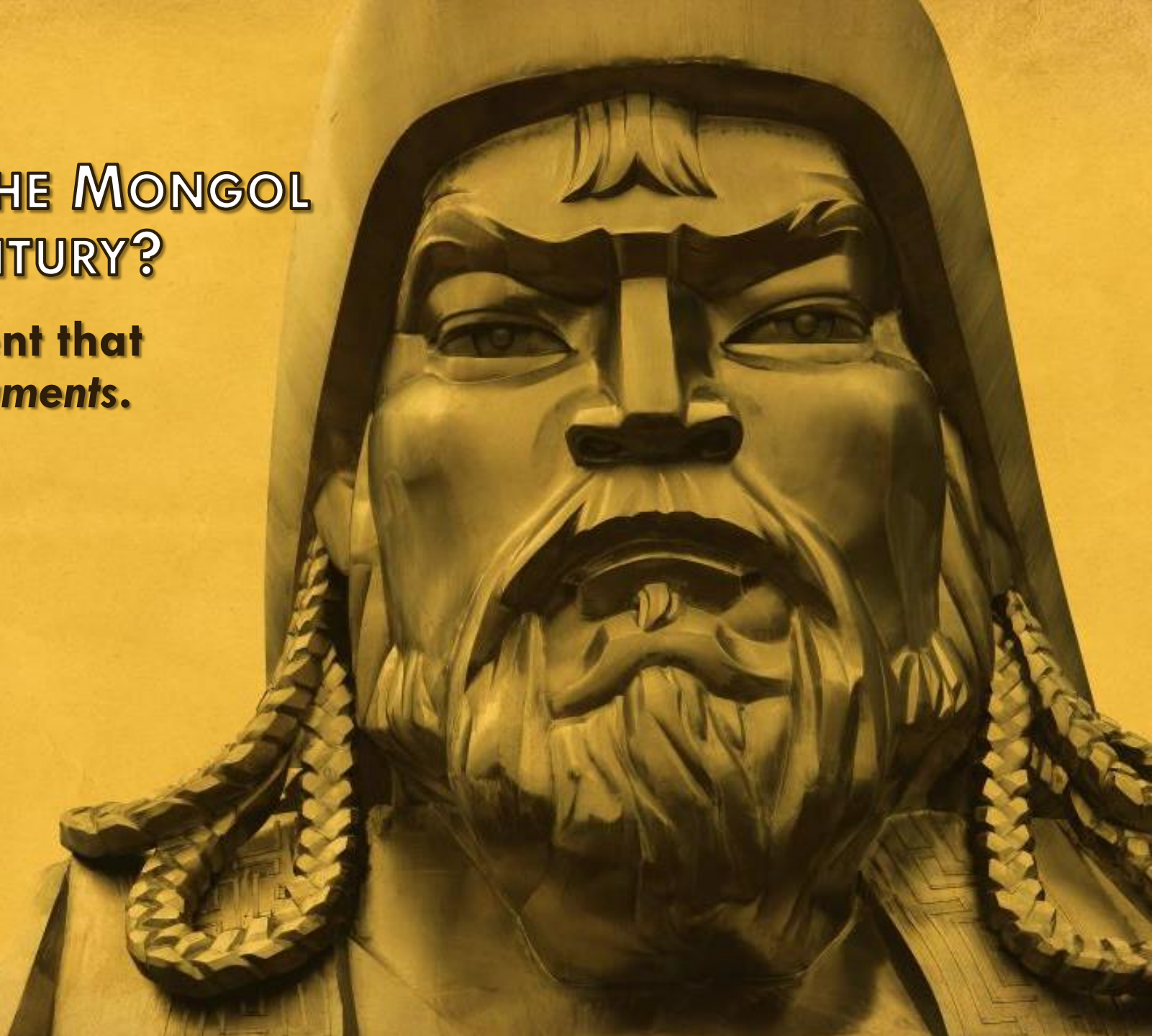
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DBQ

HOW DID PEOPLE VIEW THE MONGOL EMPIRE IN THE 13TH CENTURY?

2. Construct a thesis statement that accounts for *all of the documents*.



THE BASIC STRUCTURE OF AN ARGUMENT

- a) CLAIM [THESIS]: State the position that you will argue for.
- b) EVIDENCE: Describe at least one specific piece of evidence from the document that would support your claim.
- c) WARRANT: Analyze the evidence from (b) to show how it supports your claim.
- d) BACKING: Additional logic or reasoning that may be necessary to support your warrant.



GENERAL FORMULA:

- **TOPIC** is **CLAIM** because **EVIDENCE / WARRANT**
- The **Buffalo Bills** are a **terrible football team** because they haven't been to the playoffs in this millennium.

DBQ: HOW DID PEOPLE VIEW THE MONGOL EMPIRE IN THE 13TH CENTURY?

A **THESIS STATEMENT** should reflect an *argument* based on *all of the evidence*

Common Errors	Example	How to Fix It
No Thesis	...	Write a thesis... jerk

DBQ: HOW DID PEOPLE VIEW THE MONGOL EMPIRE IN THE 13TH CENTURY?

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Thesis not related to the question	The Mongols were nomadic people of the steppe who were successfully about to conquer and unite the people of Eurasia into a gigantic land empire.	Identify key words in the question that can help you to focus in on the topic.

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Thesis paraphrases the question, or is vague	Many different people viewed the Mongols in many different ways.	Try to “argue” your thesis. Are there adversarial positions? If not, then this isn’t a thesis. Avoid vague words (e.g. very, many, a lot, huge, bigly, etc.)

DBQ: HOW DID PEOPLE VIEW THE MONGOL EMPIRE IN THE 13TH CENTURY?

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Explicitly grouping sources	These sources can be groups in several ways; Sources #1 and #3 view Khan as...	Not necessarily wrong... but totally unnecessary and comes off as clumsy and amateurish