History
Depth Study 6: Expanding Contacts
6a. Mongol Expansion

Developed for Punchbowl Boys High School by Lauren Hasna, in a project funded by the DEC Learning and Leadership Directorate – Secondary Education, HSIE Unit
The Learning and Leadership Directorate has been working with a number of schools on a programming project. The purpose of the project has been to explore the principles of curriculum planning and programming and to support teachers in the introduction of the Board of Studies, Teaching and Educational Standards NSW K-10 History Syllabus.

The programs are NOT lesson plans but they provide a number of tasks based on syllabus content.

The school and learning context

Punchbowl Boys' High School is a growing comprehensive high school, situated in South-Western Sydney. The school has a culturally diverse student population with 96.4% of the boys being from a language background other than English (LBOTE). Student backgrounds are predominately Arabic, Pacific Islander and West African. The school is significantly socio-economically disadvantaged; however the school has worked towards fostering an environment conducive to high levels of student engagement. This has translated into greater numbers of students achieving at or above minimum standards for literacy and numeracy.

This program was created to support students in building literacy skills in comprehension and writing. Activities typically begin with discussion, building upon basic communication skills. Students are guided through scaffolded tasks to develop deeper understanding and Bloom’s Taxonomy has been utilised in the development of the teaching sequence. Additionally, this program has attempted to achieve high levels of student participation and engagement and to this end tasks have been developed with Gardiner’s Multiple Intelligence theory in mind. There has also been a substantial integration of information and communications technology, with a view to developing a program suitable for 21st Century learners. Within the program there are opportunities for teachers to extend or adjust the content to suit the students’ abilities.
Mongol Expansion

Duration – 7 weeks (28 x 50 minute periods)

Inquiry questions

- What were the key beliefs and values in the period and how did these influence Mongol society?
- 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?

Outcomes

<table>
<thead>
<tr>
<th>HT4-3</th>
<th>describes and assesses the motives and actions of past individuals and groups in the context of past societies</th>
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</thead>
<tbody>
<tr>
<td>HT4-4</td>
<td>describes and explains the causes and effects of events and developments of past societies over time</td>
</tr>
<tr>
<td>HT4-6</td>
<td>uses evidence from sources to support historical narratives and explanations</td>
</tr>
<tr>
<td>HT4-7</td>
<td>identifies and describes different contexts, perspectives and interpretations of the past</td>
</tr>
<tr>
<td>HT4-10</td>
<td>selects and uses appropriate oral, written, visual and digital forms to communicate about the past</td>
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Historical Concepts

- Continuity and change
- Cause and effect
- Perspective
- Empathetic understanding
- Significance

Historical Skills

- Terminology: chronology, topic specific terms and concepts
- Reading comprehension
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication
<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching and Learning Strategies</th>
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<tbody>
<tr>
<td>The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)</td>
<td>Teaching and Learning Sequence 1: Teacher explains the concept of a ‘nomadic lifestyle’. Teacher presents students with images from societies that display nomadic traditions, including Aboriginal, Native American and Mongol and images of early agriculture and early civilisations are presented (this can be done on paper or electronically).</td>
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<tr>
<td><strong>Students:</strong></td>
<td>Students brainstorm key features of everyday life under the headings ‘nomadic life’ and ‘living in civilisations’.</td>
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<tr>
<td>identify the extent and geographical features of the Mongol homeland</td>
<td>In pairs, students create a collage on Glorgster, finding images on the internet about the Mongols and their lifestyle, including housing, warfare, Genghis Khan and horses. On their collage, students write a caption for each image.</td>
</tr>
<tr>
<td>describe the features of Mongol nomadic life</td>
<td><strong>Adjustment:</strong> provide students with an image bank, with suggested key terms for the captions.</td>
</tr>
<tr>
<td>describe key political and economic features of Mongol society</td>
<td>Using these images, students brainstorm key features of life for a Mongol. Students can present their words in a mind map or through Wordle.</td>
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<tr>
<td>describe the life and impact of Temujin (Genghis Khan) on Asia and the Middle East</td>
<td>Timeline activity. Read text on the geography of the Mongol empire and overview history of the Mongols, then extract key dates to place on a timeline (note that numeracy skills are to be explicitly taught. Teacher needs to model the use of a scale and how to place events onto the timeline).</td>
</tr>
<tr>
<td><strong>Adjustment:</strong> Provide a timeline already drawn with a scale, with some key dates already placed.</td>
<td>Map work. Reinforce the concept of continents and then show how far the Mongols expanded their territory, using the image from <a href="http://commons.wikimedia.org/wiki/File%3AMongol_Empire_map.gif">http://commons.wikimedia.org/wiki/File%3AMongol_Empire_map.gif</a>.</td>
</tr>
<tr>
<td></td>
<td>Using a map of the modern world, students shade in the Mongol empire at its greatest extent and then make a list of the modern countries that it includes. See image at <a href="http://en.wikipedia.org/wiki/Mongol_Empire#mediaviewer/File:Mongols-map.png">http://en.wikipedia.org/wiki/Mongol_Empire#mediaviewer/File:Mongols-map.png</a>.</td>
</tr>
<tr>
<td>Teacher is to highlight key geographical features of the Mongol homeland, through map work and images in a PowerPoint and students are to mark these onto their own maps. Features can include - Gobi Desert - Yangtze River - Himalayan Mountain ranges</td>
<td>Teacher can find geographical features at</td>
</tr>
</tbody>
</table>
Teaching and Learning Sequence 2:

Students recall the definition of ‘nomad’ and discuss the advantages and disadvantages of nomadism. The teacher can use images of other nomadic cultures to ignite discussion. Pose the question: ‘What possessions would nomads like the Mongols value?’

Group work. Each group is allocated three sources from http://www.genghiskhanexhibits.com/genius/artifacts.htm. Students (a) discuss what the object is (b) suggest its use and (c) explain what it tells us about Mongol society. Students report back to the class on one of the objects analysed. The class can discuss which artefacts students didn’t expect to see in a nomadic society and explain why they hold those views.

The teacher is to provide an overview of Mongolian culture and religion using a PowerPoint presentation. Students can make notes under the headings: Shamanism, the Yurt, Importance of Horses and Festivals.

Extension: Students in groups conduct their own research into an aspect of Mongolian culture or religion and report back their findings to the class.

Using http://mongols.mrdonn.org/dailylife.html, students look at what Mongol children's lives were like at this time. Students explore daily life, toys and clothing and create a poster showcasing the differences between themselves and Mongol children. Students recreate a Mongol children’s game with animal bones (models could be made using air dried clay). For rules see http://mongoluls.net/ger/ger.shtml#games.

The teacher introduces key features of the Mongol economy, in particular the domestication of animals. Then, using the following website, students work in pairs, answering questions created by the teacher that correspond with the nine tabs – sheep, goats, flocks, yaks, camels, horses, mares’ milk, clothing and shelter: http://afe.easia.columbia.edu/mongols/pastoral/pastoral.htm

Teaching and Learning Sequence 3:

The teacher discusses the school’s hierarchy (principal, deputy principals, head teachers and classroom teachers) and adds these onto a diagram that ranks each, based on understandings of ‘power and privilege’.

Adjustment: To avoid including ‘school politics’ students could sequence ‘power and privilege’ for a range of people in contemporary Australian society, such as the Prime Minister, media owners, doctors, builders, farmers and sportspeople.

Then, the teacher provides students with notes and images stating that the Mongols had a four class system with
definitions of each class: Mongols, Semu, Han and Southerners. Students then plot their definitions onto another scale that ranks each based on perceived ‘power and privilege’.

**Extension:** in groups of 4, students create a conversation between members of each of the four levels of Mongol society and demonstrate it to the class. The short skits should include indications of social hierarchy.

The teacher explains the importance of animal husbandry and trade to the Mongolian people. The teacher then poses the questions:
- What items could be traded by the Mongols? (list as exports and imports)
- How could these items help the Mongolian people?
- Would the Mongols have been as successful without trade?

**Teaching and Learning Sequence 4:**

Students watch a video on Genghis Khan at [http://www.history.com/topics/genghis-khan](http://www.history.com/topics/genghis-khan) and then list 5 questions that they want to know about Genghis Khan. For homework, students are to search the internet for answers to these questions and be prepared to share the most interesting fact that they learn about Genghis Khan with the class.

The teacher creates a reading sheet about the life of Genghis Khan using [http://www.biography.com/people/genghis-khan-9308634#the-universal-ruler](http://www.biography.com/people/genghis-khan-9308634#the-universal-ruler). Whilst reading, students need to turn each paragraph into a one sentence bullet point that summarises the key information. View clips from *Mongol: The Rise of Genghis Khan* (2007) and BBC History Radio 4 In Our Time episode ‘Genghis Khan’ (found at [www.bbc.co.uk/podcasts/series/ioth/all](http://www.bbc.co.uk/podcasts/series/ioth/all)). Students study an example of an obituary column for a famous Australian and then write an obituary column for Genghis Khan, attempting to provide a balanced analysis of his life.

Students create a table that lists of aspects of ‘daily life’ for Mongols and a list of the typical features of ‘daily life’ for the average Australian office worker. Class discussion on whether it was better to live then or now.

**Adjustment:** The teacher provides a scaffold with more direction on aspects of daily life to include, possibly completing one of the columns for the students.

**Teaching and Learning Sequence 5:**

Students brainstorm “What makes an army successful?” Students will be referring to this as they learn about the Mongol army. View Part 3 of BBC’s *Genghis Khan*, available at
**Stage 4 – Mongol Expansion**

**Student tasks:**

1. **outline the organisation of Genghis Khan’s Mongol army**

2. **describe the Mongol policies used in governing their empire including laws and taxes**

3. **using a range of sources, describe how the Mongols treated conquered peoples**

**Resources:**

- [https://www.youtube.com/watch?v=RIEpJSwb7v4&list=PL3E0AED6A18437714&index=3](https://www.youtube.com/watch?v=RIEpJSwb7v4&list=PL3E0AED6A18437714&index=3)

The teacher outlines how Genghis organised his army in units of ten, hundred, thousand and ten thousand; and the head of a unit of ten thousand would have a strong personal relationship with Genghis himself. Create a source-based activity sheet from the following sites:

- [http://worldhistoryforusall.sdsu.edu/units/five/landscape/05_landscape4.pdf](http://worldhistoryforusall.sdsu.edu/units/five/landscape/05_landscape4.pdf)
- [http://www.mongolianculture.com/mhistory.html](http://www.mongolianculture.com/mhistory.html)

Pairs activity. This is a running dictation on Mongol weapons and armour. Students work in pairs, with sheets that display the images of Mongol weapons. The notes on each weapon are placed around the room. One person from the pair is a ‘runner’, who runs to a note, reads it and then returns to recall as much information as possible to their partner; the other is a scribe, who records the information. Once completed, students rank the weapons or armour from most essential to least essential and choose their favourite weapon or piece of armoury, explaining why it was effective (see [http://ryanwolfe.weebly.com/weapons.html](http://ryanwolfe.weebly.com/weapons.html) for information).

**Adjustment:** Notes can be written to require the completion of cloze passages, so that the student runner only needs to remember key words.

**Extension:** Watch [https://www.youtube.com/watch?v=ME3gfLLQcWQ](https://www.youtube.com/watch?v=ME3gfLLQcWQ) and students provide an argument as to who they believe was the better military commander – Hannibal or Genghis Khan. Arguments should consider tactics, weaponry and armour.


**Adjustment:** Provide students with a model response for a gaming review, with deconstructed text features.

**Teaching and Learning Sequence 6:**

Using information from [http://www.coldsiberia.org/webdoc9.htm](http://www.coldsiberia.org/webdoc9.htm), discuss the Yasa and what aspects of life they governed. Students reflect on why we have laws in today’s society. In groups, students decide on which three Yasa laws they would impose if they were Mongol generals and justify the reasons for their selection.
The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest (ACDSEH078)

**Students:**
- locate the extent of the Mongol conquests and expansion across Asia and Europe
- describe the impact of Mongol rule on Chinese social structure
- explain the cultural and religious consequences of Mongol rule in China
- explain how and why life in China changed under Mongol rule

**Teaching and Learning Sequence 7:**

The teacher revisits the map that students created earlier and provides a quick quiz, testing students’ understanding of where the Mongols expanded their territory, using their maps as sources.

The teacher also provides a short explanation of what resources each part of the Empire had to offer the Mongols – land, natural resources, tax, commodities. For content, teacher can see a suitable commercial textbook.

The teacher explains the political, social and economic impact the Mongols had on China. These include – reunifying China, a census, creating new provincial borders, taxes, revitalising provinces through trade, urbanisation and infrastructure. See [http://afe.easia.columbia.edu/mongols/china/china.htm](http://afe.easia.columbia.edu/mongols/china/china.htm) for ideas. Students are to plot notes under the headings: Political, Cultural/Social, Economic and Military.

**Adjustment:** Teacher models note taking on the board.

The teacher leads discussion about what the terms ‘culture’ and ‘religion’ mean. Students are to revisit their understanding of Mongolian culture gained throughout the unit.

**Webquest:** Using [http://afe.easia.columbia.edu/mongols/china/china3_g.htm](http://afe.easia.columbia.edu/mongols/china/china3_g.htm) and other tabs on the same website, create a webquest, focusing on:
- What is Phags-pa Lama?
- List some Mongol rituals
- Who would participate in a theatre production?

The teacher outlines how Mongol people were taxed and why. An information and reading sheet could be constructed from [http://www.lsmitha.com/h3/mongols-sup.htm](http://www.lsmitha.com/h3/mongols-sup.htm).

**Extension:** Contemporary civics and citizenship link, students research how and why Australians are taxed and hold a class discussion on taxation and discuss the need for any tax reform in Australia.

**ICT task:** Using [http://afe.easia.columbia.edu/mongols/china/china.htm](http://afe.easia.columbia.edu/mongols/china/china.htm), students outline life under Mongol rule as a peasant, artisan and merchant. What did each contribute to Mongolian society?

**Reflection.** Students fill out a table consisting of the following headings and have a class discussion based on the responses:

<table>
<thead>
<tr>
<th>Things that seem fair under Mongol rule</th>
<th>Things that seem unfair about Mongol rule</th>
</tr>
</thead>
</table>

**Extension:** Class debate – “The Mongols were fierce warriors but they were just and fair rulers”.

**The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest (ACDSEH078)**

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- What is Phags-pa Lama?
- List some Mongol rituals
- Who would participate in a theatre production?
- Why were the Ortoq important to the Mongols?

**Adjustment:** The teacher can alternatively set questions based upon the image gallery on same website.

Students then analyse this information and discuss whether these consequences were a positive or a negative for the Chinese people.

Students create a series of diary entries for a person living in China during Mongol rule. Students reinforce the ideas learnt from this section – unifying China, tax, land, resources, language, daily life and religion.

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### Teaching and Learning Sequence 8:

Students read from a suitable textbook on ‘the consequences of Mongol invasion’. Students turn each paragraph into a one sentence bullet point, plotted under the headings: Extent of Mongol Expansion, Pax Mongolica, Commerce, Contributions to European Knowledge, Environmental Impacts and Religion.

**Extension:** Students are to choose a geographical area affected by the Mongols and research and evaluate the impact of the Mongols on that specific region.

Source work. Students analyse artistic representations of Mongols, answering questions such as:

- What does the image show?
- What is the key message that the artist/author is trying to convey?
- What elements in the work show this message?
- Does the image/text accurately represent the event? Explain your answer.

Sources can be taken from a suitable textbook and [http://afe.easia.columbia.edu/mongols/index.html](http://afe.easia.columbia.edu/mongols/index.html) in the image gallery.

Personality study of Kublai Khan. The teacher provides a brief overview of who Kublai Khan is (grandson of Genghis Khan and founder of Yuan Dynasty). See [http://www.history.com/topics/kublai-khan](http://www.history.com/topics/kublai-khan) and the Coleridge poem *Court of Kubla Khan*.

Jigsaw activity. Have five stations around the room, with different sources and focus questions directing student learning in the following areas:

- Kublai in the early years
- Kublai and religion and culture
- Kublai and Chinese social structure

Use students’ responses to the jigsaw activity as the basis of a class discussion on the most important ‘facts’ about the life of Kublai Khan.

**Adjustment:** Place a laptop at one of the workstations so students can watch a segment of video:
Writing task: the teacher outlines the different perspectives on the Mongols, including the works of Marco Polo. Explain the importance of the Silk Road and how the empire collapsed. Students complete a response in an essay structure: ‘Explain how the Mongol Empire impacted on the World’. Students will need an essay writing scaffold.

Adjustment: Add detail onto the scaffold; for example, complete the introduction and first paragraph of the essay body as a class or as a class brainstorm suitable topic sentences with which to begin every paragraph.

Resources

Key Knowledge

http://afe.easia.columbia.edu/mongols/pastoral/pastoral.htm
http://afe.easia.columbia.edu/mongols/china/china3_a.htm
https://prezi.com/oepl2siicsd8/mongol-empire/
http://www.biography.com/people/genghis-khan-9308634#the-universal-ruler
http://worldhistoryforusall.sdsu.edu/units/five/landscape/05_landscape4.pdf
http://www.fsmitha.com/h3/mongols-sup.htm
http://www.history.com/topics/kublai-khan

Map skills

http://commons.wikimedia.org/wiki/File%3AMongol_Empire_map.gif
http://en.wikipedia.org/wiki/Mongol_Empire#mediaviewer/File:Mongols-map.png

Source work

http://www.genghiskhanexhibits.com/genius/artifacts.htm
http://ryanwolfe.weebly.com/weapons.html
http://afe.easia.columbia.edu/mongols/index.html
http://www.umiacs.umd.edu/~kuijt/dba154/dba154.html
http://www.mongolianculture.com/mhistory.html
http://www.coldsiberia.org/webdoc9.htm

Video

http://www.history.com/topics/genghis-khan
www.bbc.co.uk/podcasts/series/ioth/all
https://www.youtube.com/watch?v=RJEpJSwb7v4&list=PL3E0AED6A18437714&index=3
https://www.youtube.com/watch?v=ME3gLLOcWQ
https://www.youtube.com/watch?v=e0A9Db1V5tY.
Games


Student wide reading

http://history-world.org/mongol_empire.htm
http://www.history.com/topics/kublai-khan

Suggested assessment

Writing task: Complete response in a formal essay structure: ‘Explain how the Mongol Empire impacted on the World’.

Students will need an essay writing scaffold that incorporates immediate and long term impacts.

**Adjustment 1 - support in writing an essay:** Add detail onto the scaffold; for example, complete the introduction and first paragraph of the essay body as a class or as a class brainstorm suitable topic sentences to begin every paragraph.

**Adjustment 2 – alternative writing task:** Present an information report, which can be written or an oral presentation, on an aspect of Mongol life or on a primary source from Mongol times. Options include: the Yurt, Mongolian warrior’s weapons or armour, a famous battle scene, a mask of a great Khan.