

WHEN CHINA WAS RULED BY OUTSIDERS: GENGHIS KHAN AND KUBILAI KHAN

Grade Level: Fourth Grade

Presented by: Donna Cycz, Green River School, Greenfield, Massachusetts

Length of Unit: 2-3 weeks (six lessons)

I. ABSTRACT

Thundering across the sea of grass, endless lines of Mongolian horsemen charge down upon your village. This is often the picture we visualize when we recognize the name of Genghis Khan and Kubilai Khan. This unit explores who Genghis Khan was as a conqueror and continues with the role that his grandson, Kubilai Khan played in Chinese history. Looking at the past and present life in the steppes, students will gain a basic understanding of Mongolian culture where the roots of China's Yuan Dynasty began.

II. OVERVIEW

A. Concept Objectives:

1. Students will understand the historical time line of the Yuan Dynasty and major contributions to China.
2. Students will understand the historical significance of Genghis Khan and Kubilai Khan and how they influence China's history and culture.
3. Students will understand the significance of changing geographical borders throughout history.

B. Content from the Core Knowledge Sequence:

1. Mongol invasions and rule
2. Chinggis Khan and the "Golden Horde"
3. Kubilai Khan

C. Skill Objectives:

1. The student will identify historical events during a period of time. [Massachusetts History and Social Science Curriculum Frameworks Learning Standards 1, 2, and 3]
2. The student will describe a culture's past and present from collected information from lectures, texts, and Internet sources. [Learning Standard 4, 9, and 11]
3. The student will use maps, charts, and graphs to read and interpret data; using data to answer questions. [Learning Standards 7 and 8]
4. The student will use various methods to compare and contrast presented materials.
5. The student will make predictions based on information presented.
6. The student will use research methods to gather information on a given topic.
7. The student will be able to discern fact from fiction.

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Benewick, Robert & Donald, Stephanie. *The State of China Atlas*. New York: Penguin Putnam, Inc., 1999.
2. Edwards, Mike. "Genghis Khan." *National Geographic*. December 1996, pp.2-37.
3. Edwards, Mike. "Sons of Genghis Khan." *National Geographic*. February 1997, pp.2-35.
4. Morgan, David. *The Mongols*. Massachusetts: Blackwell Publishers, Inc., 1990. ISBN 0-631-17563-6
5. Rossabi, Morris. *Khubilai Khan, His Life and Times*. Berkley, California: University of California Press, 1988.
6. "Person of the Century". *Time Magazine*. December 31, 1999, volume 154.

- B. For Students:
 1. Students will have a basic understanding of China from the Core Knowledge World History and Geography Sequence in second grade.

IV. RESOURCES

- A. A&E Biography. *Genghis Khan: Terror & Conquest* (VCR Film), 1996.
- B. "Central Asia: The Crossroads of Civilization." *Faces* (Cobblestone Publishing)
- C. Coleridge, Samuel. "Kubla Khan". (poem)
- D. PIER Institute (Programs in International Educational Resources)
- E. Scheuerman, Richard (edited). *The Travels of Marco Polo & Ibn Battuta*.
- F. "The Mongols." *Calliope* (Cobblestone Publishing)

V. LESSONS

Lesson One: Where in the World is Mongolia? China and Mongolia (1-2 days)

A. *Daily Objectives*

1. Concept Objectives:
 - a. Students will understand the significance of changing geographical borders throughout history.
2. Lesson Content:
 - a. Mongol invasions and rule
3. Skill Objectives:
 - a. The student will identify historical events during a period of time. [Massachusetts History and Social Science Curriculum Frameworks Learning Standards 1, 2, and 3]
 - b. The student will use maps, charts, and graphs to read and interpret data; using data to answer questions. [Learning Standards 7 and 8]

B. *Materials*

1. Student copies of KWL chart (Appendix A)
2. World Map- teacher overhead and copies for students (Appendix B)
3. Maps of Mongolia and China- teacher overhead and copies for students (Appendix C)
4. World atlases
5. Large chart paper
6. Colored pencils for map activities
7. Overhead projector

C. *Key Vocabulary*

1. Colony- a group who settles in another land but remains subject to the parent country
2. Culture- social expression peculiar to a society or class
3. Ethnic- of or pertaining to a religious, racial, national, or cultural group
4. Population- all of the people inhabiting a specific area

D. *Procedures/Activities*

1. KWL Chart for Mongolia - Review the procedures for this chart. Give one example under each heading. Have the students work on their KWL charts for 10 minutes. Share and put on large chart paper that can be posted in the room for reference throughout the unit. (Appendix A)
2. Question students as to where they think Mongolia and China are located in the world. How would you use the resources in the classroom to find where a country is? Examples...an atlas, Internet sources. Have them be as specific as possible listing hemispheres, continents, bordering countries, oceans, etc.
3. Locate Inner Mongolia (part of China) and Mongolia in their world atlases checking back to verify their earlier guesses in activity #2. Outline the countries

- on individual world maps (Appendix B), labeling continents and oceans for reference.
4. Distribute maps of China and Mongolia (Appendix C). Outline the border of China and Mongolia with different colors. Add the Great Wall to the map (referring to this structure as a way of keeping out the barbarians to the North). Draw in the lines of where Inner Mongolia is, reminding students that this land is now considered part of China.
 5. Have students hold a debate (this can be done quickly or take a longer time to formalize, allowing students more time to formulate their arguments) to join or keep separate the countries of Mongolia and the region of Inner Mongolia.
- E. Assessment/Evaluation*
1. Travel brochures-Students should be able to research, develop, and organize selected information to begin to construct a travel brochure on the province of Inner Mongolia or Mongolia.
 2. Students will write a letter to friends explaining that they will be traveling to Mongolia and the directions that they need to use in order to go from home to Mongolia.

Lesson Two: Mongolia and Inner Mongolia (China): Past and Present (2-3 days)

- A. Daily Objectives*
1. Concept Objectives:
 - a. Students will understand the significance of changing geographical borders throughout history.
 2. Lesson Content:
 - a. Mongol invasions and rule
 3. Skill Objectives:
 - a. The student will identify historical events during a period of time. [Massachusetts History and Social Science Curriculum Frameworks Learning Standards 1, 2, and 3]
 - b. The student will describe a culture's past and present from collected information from lectures, texts, and Internet sources. [Learning Standard 4, 9, and 11]
 - c. The student will use various methods to compare and contrast presented materials.
 - d. The student will make predictions based on information presented.
- B. Materials*
1. Pictures of past and present day life in Mongolian regions (Internet sources, *National Geographic* magazines)
 2. Large chart paper labeled- TIME CHART- Past and Present
 3. Venn diagram student handouts (Appendix D)
 4. Posters from travel agents to hang in the classroom
 5. Art materials for constructing dioramas, felt or paper for Mongolian hats
- C. Key Vocabulary*
1. Felt-a fabric of matted, compressed animal fibers
 2. Gers- round felt tents, which can be easily taken apart and moved
 3. Nomad-a person who has no fixed home and moves from place to place in search of food, water, and grazing land
- D. Procedures/Activities*
1. Discuss changes that any area/population of people may have gone through from the past to the present. Use a picture of someone on horseback or buggy versus someone driving a car or pictures of clothing style changes as a reference point for past and present. Put these on a large chart labeled past and present. Present students with two pictures from Mongolia from past and present ages. Discuss and place them in

- appropriate categories. Give groups of students one or two pictures and let them discuss among themselves where these pictures should be placed on the time chart. Groups should be able to explain their decisions as to placement of the pictures.
2. After all the pictures have been placed, construct a Venn diagram with the class, observing pictures and what they notice that is similar and different about the time periods. List a few ideas on the large class Venn diagram chart and then allow students time to work individually on their own diagrams. Ask for volunteers for more ideas to add to the class Venn diagram chart. Keep this posted in the room for reference throughout the unit along with the pictures of past and present life.
 3. Show pictures, paper, art materials, sticks, etc. for making small gers and have students work on dioramas on a nomadic scene. Add animals and appropriate scenery.
 4. Give directions for constructing Mongolian hats. Have students work on these and share. Complete directions for these projects are in the December 1996 issue of *Faces*, "Central Asia, The Crossroads of Civilization," pages 34-35.
 5. Work through the steps of making felt balls. Follow the directions in Appendix E. Remind students that gers are covered with felt to keep it warm and dry from the weather.
 6. The Mongolians' diet consists basically of mutton, milk, cheese, dried milk curd, and a drink made from fermented mare's milk. This diet is supplemented with fish and game. How is this diet different from our food pyramid? Make a food pyramid of your diet and a Mongolian's diet. Discuss.
- E. *Assessment/Evaluation* (Choose one or more.)
1. Journal entries
 - a. Can you predict the outcome if...?
 - All land was used to build houses on?
 - All children moved to the city to take jobs in the factories?
 - b. What could be done to minimize changes for the Mongolian nomads?
 - c. Can you propose an alternative solution to land becoming privatized?
 - d. What would you recommend...?
 - e. Should this way of life be preserved?
 2. Have students write diary entries of nomadic ways of life on the steppe.
 3. Begin letter writing correspondence to a school in Mongolia or Inner Mongolia.
 4. Write a leaflet with directions and illustrations on how to make felt.

Lesson Three: Genghis Khan: The "George Washington" of His Country (2-3 days)

A. *Daily Objectives*

1. Concept Objectives:
 - a. Students will understand the historical time line of the Yuan Dynasty and major contributions to China.
 - b. Students will understand the historical significance of Genghis Khan and Kubilai Khan and how they influence China's history and culture.
2. Lesson Content:
 - a. Mongol invasions and rule
 - b. Chinggis Khan and the "Golden Horde"
3. Skill Objectives:
 - a. The student will identify historical events during a period of time. [Massachusetts History and Social Science Curriculum Frameworks Learning Standards 1, 2, and 3]
 - b. The student will use research methods to gather information on a given topic.
 - c. The student will be able to discern fact from fiction.

B. *Materials*

1. Historical time lines for students (appendix F)
2. Teacher overhead of historical time line
3. Large chart paper for historical timeline to be posted in the room
4. Character web (Appendix G) student copies and overhead
5. Map of Genghis Khan's territory
6. A&E VCR film- *Genghis Khan: Terror and Conquest*
7. Book- *Genghis Khan* by Demi
8. Overhead projector

C. *Key Vocabulary*

1. Khan-ruler
2. Mobile- capable of moving from one place to another
3. Steppe- a vast semiarid grass covered plain
4. Diplomacy- tact in dealing with people

D. *Procedures/Activities*

1. Read the story *Genghis Khan* by Demi. Use the character web (Appendix G) and have students work individually or in small groups. Discuss together as a class. Watch pre-selected parts of A&E Biography of Genghis Khan.
2. Construct an historical timeline of Genghis Khan, illustrating and labeling each section with a one or two sentence explanation (Appendix F).
 - a. early life- Temujin
 - b. middle life
 - c. death
3. Overlay maps on the overhead of maps of Genghis Khan's empire and China today. Discuss the impact this man made with his conquests.

E. *Assessment/Evaluation* (Choose an activity or activities that best suits the needs of your students.)

1. Assess quality and knowledge of character maps and timelines.
2. Hold a student presented trial of Genghis Khan following present day trial proceedings.
3. Research and report presentation on army tactics during this period.
4. Research and report presentation on clothing worn by army.
5. Research and report presentation on ponies used by the Mongols.

Lesson Four: Kubilai Khan...To be, or not To be Chinese (1-2 days)

A. *Daily Objectives*

1. Concept Objectives:
 - a. Students will understand the historical significance of Genghis Khan and Kubilai Khan and how they influence China's history and culture.
2. Lesson Content:
 - a. Kubilai Khan
3. Skill Objectives:
 - a. The student will identify historical events during a period of time. [Massachusetts History and Social Science Curriculum Frameworks Learning Standards 1, 2, and 3]

B. *Materials*

1. Copy of Coleridge's poem *Kubla Khan*
2. Copy of music *Xanadu* by the group Rush
3. Historical time lines for students (Appendix F)
4. Teacher overhead of historical time line
5. Large chart paper for historical timeline to be posted in the classroom.
6. Character web (Appendix G) student copies and overhead

7. Map of Genghis Khan's territory
 8. VCR film- *Genghis Khan: Terror and Conquest*
 9. Copies of real travel posters and travel brochures for examples
 10. Art materials for student made posters and travel brochures
- C. *Key Vocabulary*
1. Khan- ruler, the great lord of lords, or emperor
 2. Xanadu- an idyllic, beautiful place
 3. Dynasty- a succession of rulers from the same family or line
- D. *Procedures/Activities*
1. Read background information on Kubilai Khan. Construct a timeline with accomplishments. (Appendix F)
 2. Construct a character web about Kubilai Khan. (Appendix G)
 3. Hold a class discussion about, "Why do you think Kubilai Khan wanted to keep Mongolian culture separate from the known Chinese culture at that time?"
 4. Write an essay titled, "If I Took Control of a Country like Kubilai Khan the three things that I would keep or change would be..."
 5. Listen to Coleridge's poems about Kubilai Khan and Xanadu. Discuss. Listen to the rock version of Xanadu by the group Rush.
 6. Describe what your Xanadu City would be like. Draw a travel poster or travel brochure to advertise it. Have the class agree about scoring rubrics for this project—"must-haves". Use examples of posters and brochures secured from a travel agent for examples.
- E. *Assessment/Evaluation*
1. Assess quality and knowledge of character web and timeline.
 2. Assess student essay according to set class writing rubrics.
 3. Assess travel poster and brochures according to class determined scoring rubrics.

Lesson Five: The Golden Horde: A Golden Region Created by a Golden Army

- A. *Daily Objectives*
1. Concept Objectives:
 - a. Students will understand the historical time line of the Yuan Dynasty and major contributions to China.
 - b. Students will understand the historical significance of Genghis Khan and Kubilai Khan and how they influence China's history and culture.
 2. Lesson Content:
 - a. Chinggis Khan and the "Golden Horde"
 3. Skill Objectives:
 - a. The student will use maps, charts, and graphs to read and interpret data; using data to answer questions. [Learning Standards 7 and 8]
 - b. The student will use research methods to gather information on a given topic.
- B. *Materials*
1. Maps of Asia and Europe (Appendix J)
 2. Overhead
 3. VCR tape of A&E Biography, *Genghis Khan: Terror and Conquest*
 4. Colored pencils
 5. Chinese Checkers games
 6. Rope
 7. Flags (made with rulers and 4 different colors of triangle paper of felt taped to the rulers)
 8. Golden Horde playing cards (Appendix K)

C. *Key Vocabulary*

1. Cooperation- to work or act together toward a common end or purpose
2. Strategy- overall planning and conduct of an operation
3. Horde- from “ordu”-army; a large group or crowd
4. Tributaries- making additions or offering supplies

D. *Procedures/Activities*

1. Pass out maps of Asia and Europe (Appendix J) and have students estimate what they think the lands of the Mongolian armies covered in conquest.
2. Play the tape section of A&E Biography VCR Film, *Genghis Khan: Terror and Conquest* of this period of history dealing with the Golden Horde. Pause it at the map site so students can compare their estimates with the tape.
3. Using an overhead, outline the regions that were conquered by the Golden Horde’s army. (If possible locate maps of Alexander the Great’s conquests or Napoleon’s conquests. Compare and contrast these people.)
4. Discuss the reasons The Golden Horde’s armies were so successful. Cooperation and discipline made the armies effective war machines. These armies could move from 80 to 120 miles per day on horseback in comparison to during World War II, armies would be able to go 12 miles per day in a tank.
5. Have students play the cooperative game of getting across the room tied together as a bundle with a rope. There should be no talking as they move. Divide the class up into groups and have them compete in races. Discuss the strategies that might work best. Talk about their frustrations and successes.
6. Take students to the playground or gym and divide into two groups. Give a leader of each team a stack of cards (Appendix K) and a flag. The rules are they are to move their group across the playground using the flags as the only signals. Teams are disqualified for talking.
7. Teach students the rules to Chinese Checkers. Encourage them to call their groups of marbles a name from Mongolian history.

E. *Assessment/Evaluation*

1. Check maps for accuracy in labeling.
2. Student discussions about strategies of The Golden Horde as well as cooperative game playing.
3. Journal writing about activities.

Lesson Six: Impact of the Mongolian Culture

A. *Daily Objectives*

1. Concept Objectives:
 - a. Students will understand the historical time line of the Yuan Dynasty and major contributions to China.
 - b. Students will understand the historical significance of Genghis Khan and Kubilai Khan and how they influence China’s history and culture.
2. Lesson Content:
 - a. Mongol invasions and rule
 - b. Chinggis Khan and the “Golden Horde”
 - c. Kubilai Khan
3. Skill Objectives:
 - a. The student will use various methods to compare and contrast presented materials.
 - b. The student will use research methods to gather information on a given topic

B. *Materials*

1. Venn diagram (Appendix D)

C. *Key Vocabulary*

1. Courier- a messenger
2. Plague- a highly infectious, usually fatal, epidemic disease
3. Brigades- a group of persons organized for a specific purpose

D. *Procedures/Activities*

1. Make a Venn diagram (Appendix D) and compare and contrast the American's Pony Express to the Mongol postal system set up by Genghis Khan. Research both systems and report to the class.
2. Research the Erhu and compare to the instruments of today that are similar.
3. Research the Black Plague.

E. *Assessment/Evaluation*

1. Assess student discussion and Venn diagrams.
2. Assess reports and projects presented to class according to class set rubrics.

VI. CULMINATING ACTIVITIES (2-5 days)

- A. Jeopardy Game
- B. Trip to a felt factory
- C. Exhibit of Mongolian arts, crafts, and reports produced by students.
- D. Computer presentation- *Hyperstudio* of felt making
- E. Hold a Naadam Celebration
A Khuriltai (assembly of nobles or princes) was held to discuss government matters or the election of a successor. This was a time to unify Mongolian tribes and people across the vast distances between the communities and tribes. Today Naadam is annually held on July 11 in Ulaanbaatar where the "three manly sports" are held. Women at one time participated in all three sports of archery, horseracing, and wrestling, but today women do not compete in wrestling. Have the class members decide their own three sports or scholastic competitions to be held and have a class Naadam.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A- KWL Chart
- B. Appendix B- World Map [distributed at session only]
- C. Appendix C- Map of Mongolia and China
- D. Appendix D- Venn Diagram
- E. Appendix E- Directions for felt balls
- F. Appendix F- Historical time line
- G. Appendix G- Character web
- H. Appendix H- Genghis Khan's conquered lands [distributed at session only]
- I. Appendix I- Map of Asia and Europe
- J. Appendix J- Directions and cards for Golden Horde cooperative game

VIII. BIBLIOGRAPHY

A&E Biography, *Genghis Khan: Terror & Conquest* (VCR Film). 1996.

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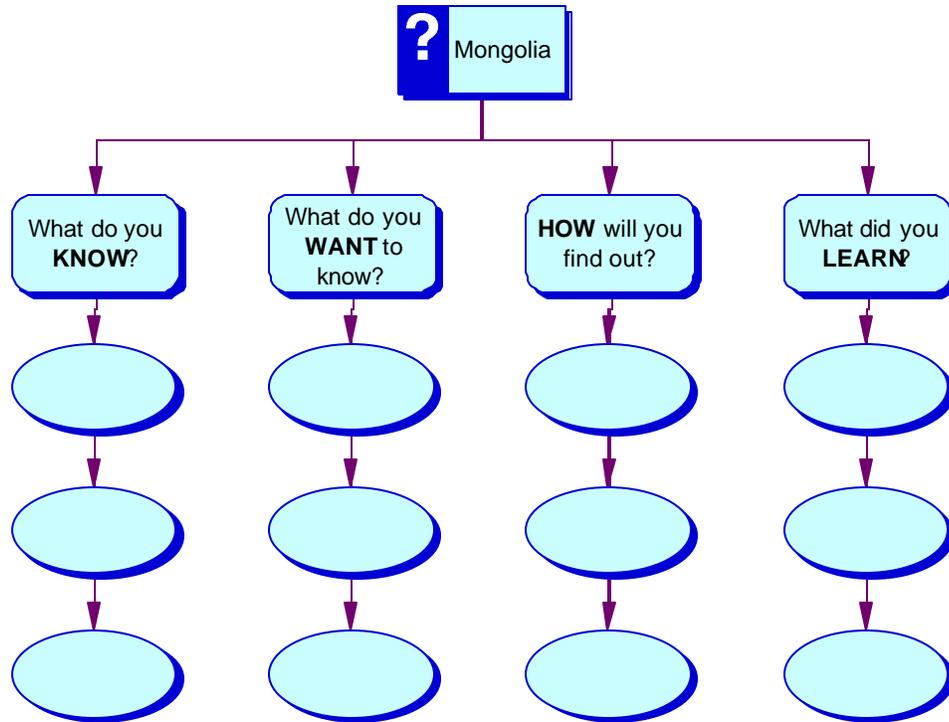
"Central Asia: The Crossroads of Civilization". *Faces, The Magazine About People*. Peterborough, NH: Cobblestone Publishing, Inc., December 1996. ISBN 0382407857

Coleridge, Samuel, "Kubla Khan" (poem)

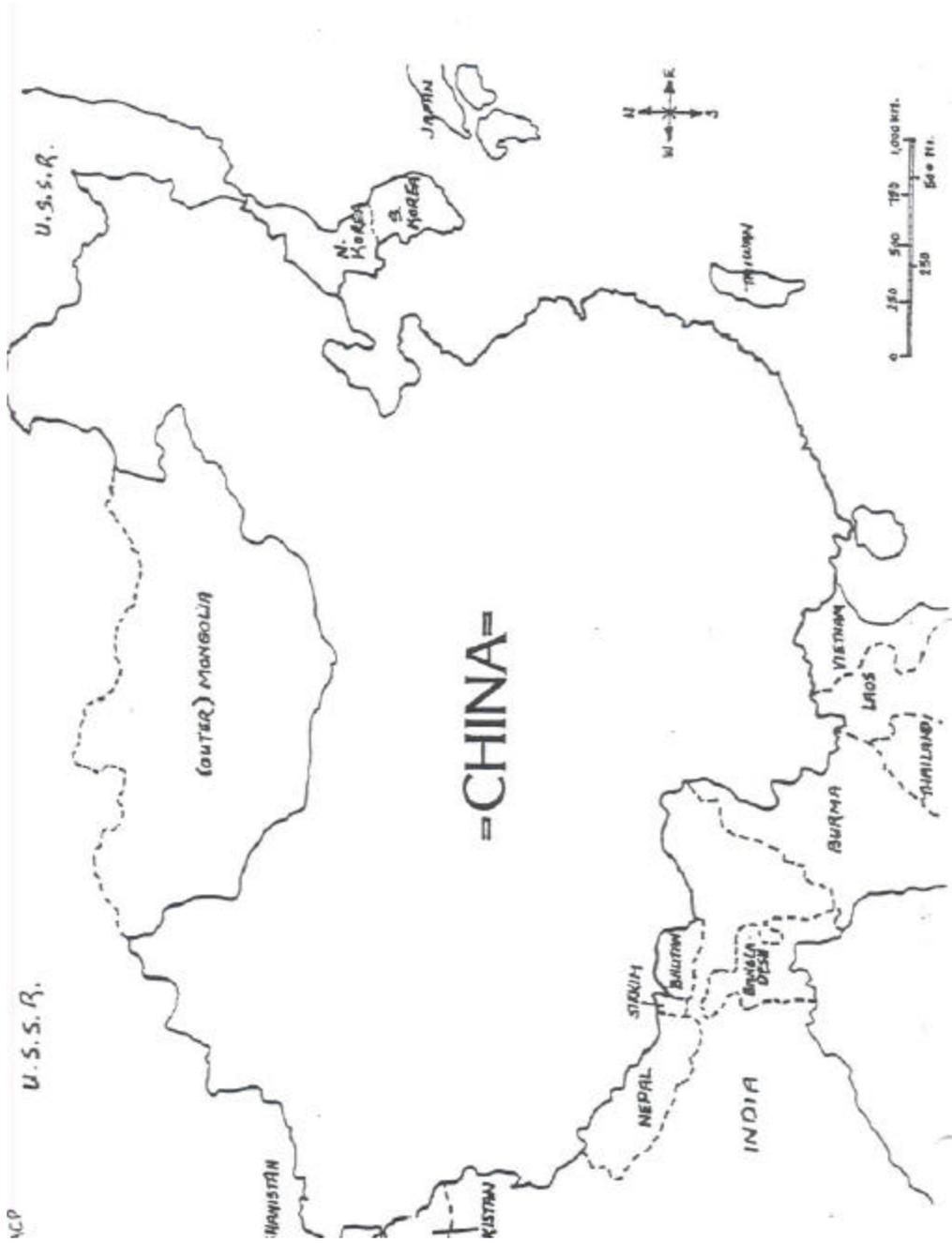
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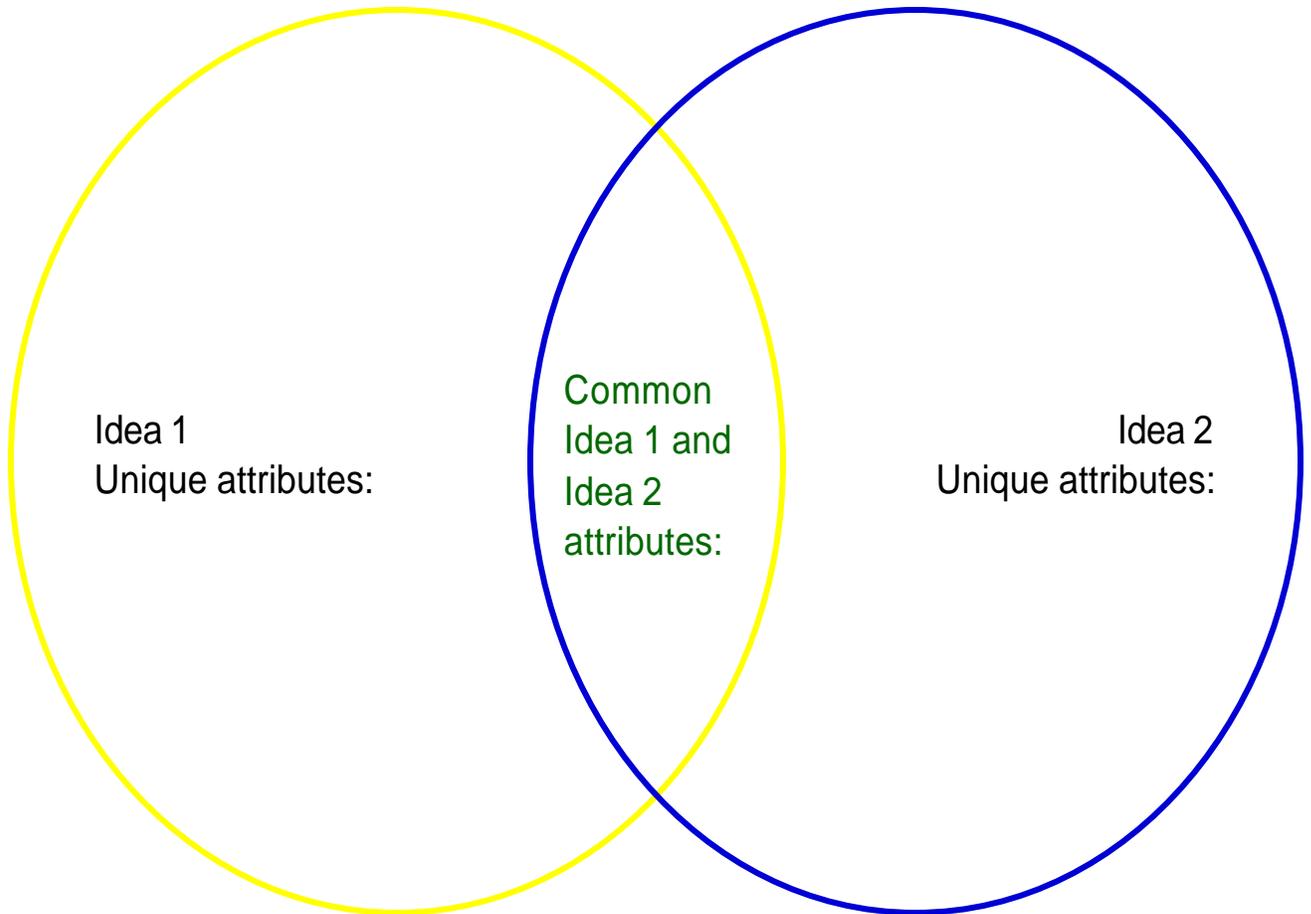
Appendix A- KWL Chart



Appendix C- Map of Mongolia and China



Appendix D- Venn diagram



Appendix E- Directions for Felt Balls

1. Locate a source of sheared sheep's wool
2. Card with a toothed rake or fluff with fingers. (Check with a local yarn store for supplies or names of sources for wool.)
3. Layered carded wool in piles.
4. Optional- Place jingle bells in center. These are sold in craft stores in packages.
5. Wrap wool around jingle bell and squeeze together in a rolled up ball. Dunk in a container of hot sudsy water. Squeeze and repeat. Wet and squeeze. Wrap another piece of wool around the ball and repeat the dunking. Repeat about 5-7 times. Let dry.
6. Let the students play.
7. Have students research wool to felt stages.
8. Plan a trip to a local sheep farm or felt factory.

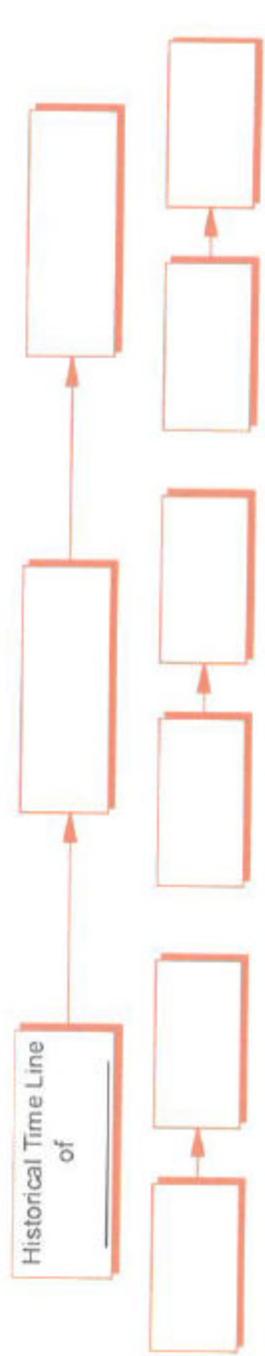
Internet sites can be found on felt making.

Felt Facts

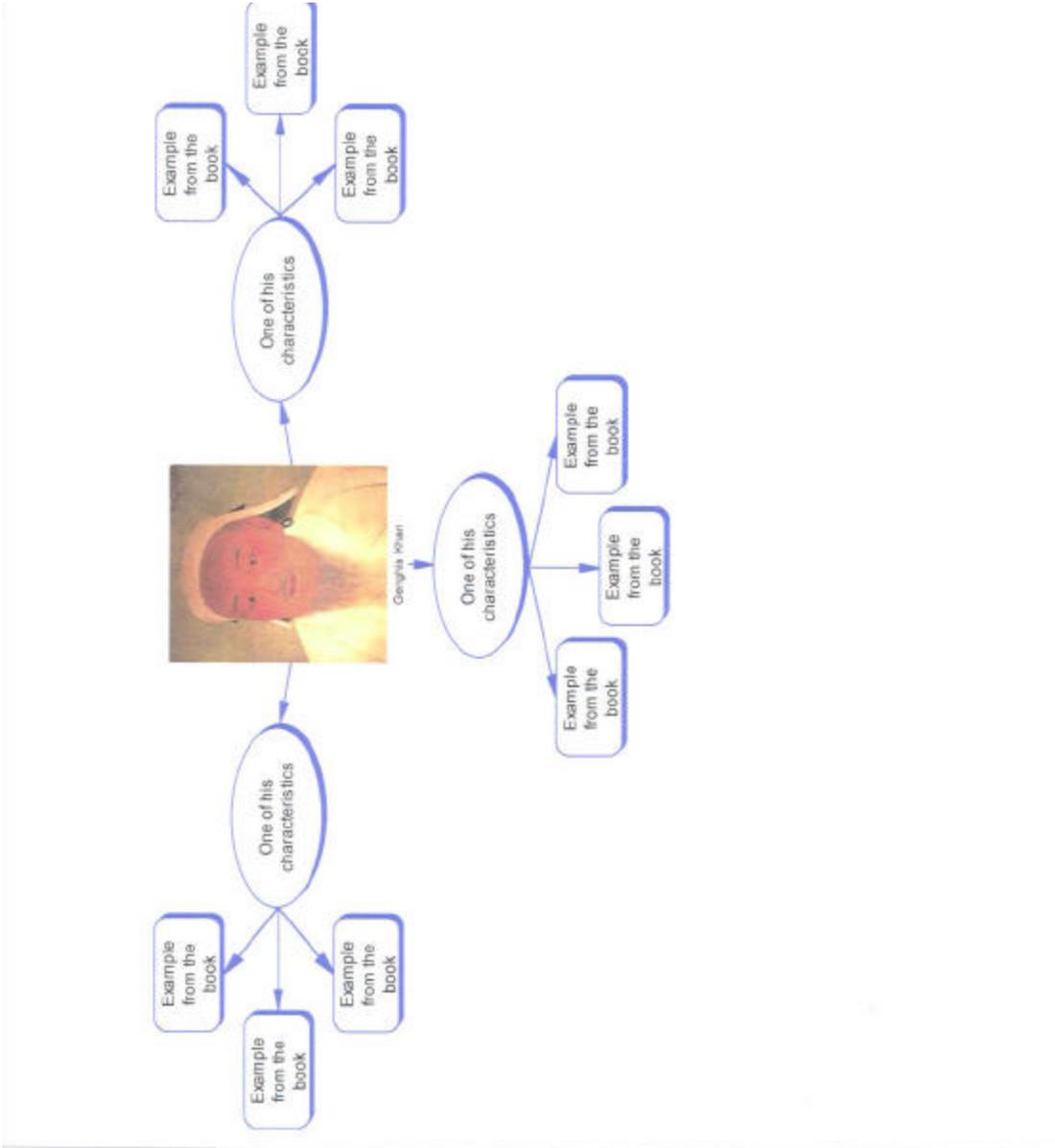
- ✓ Does not ravel or fray
- ✓ Being homogeneous in structure, remains unchanged in physical properties as it wears
- ✓ Is highly absorbent and uninjured by oil saturation
- ✓ Possesses excellent qualities of insulation against cold, heat, sound and vibration



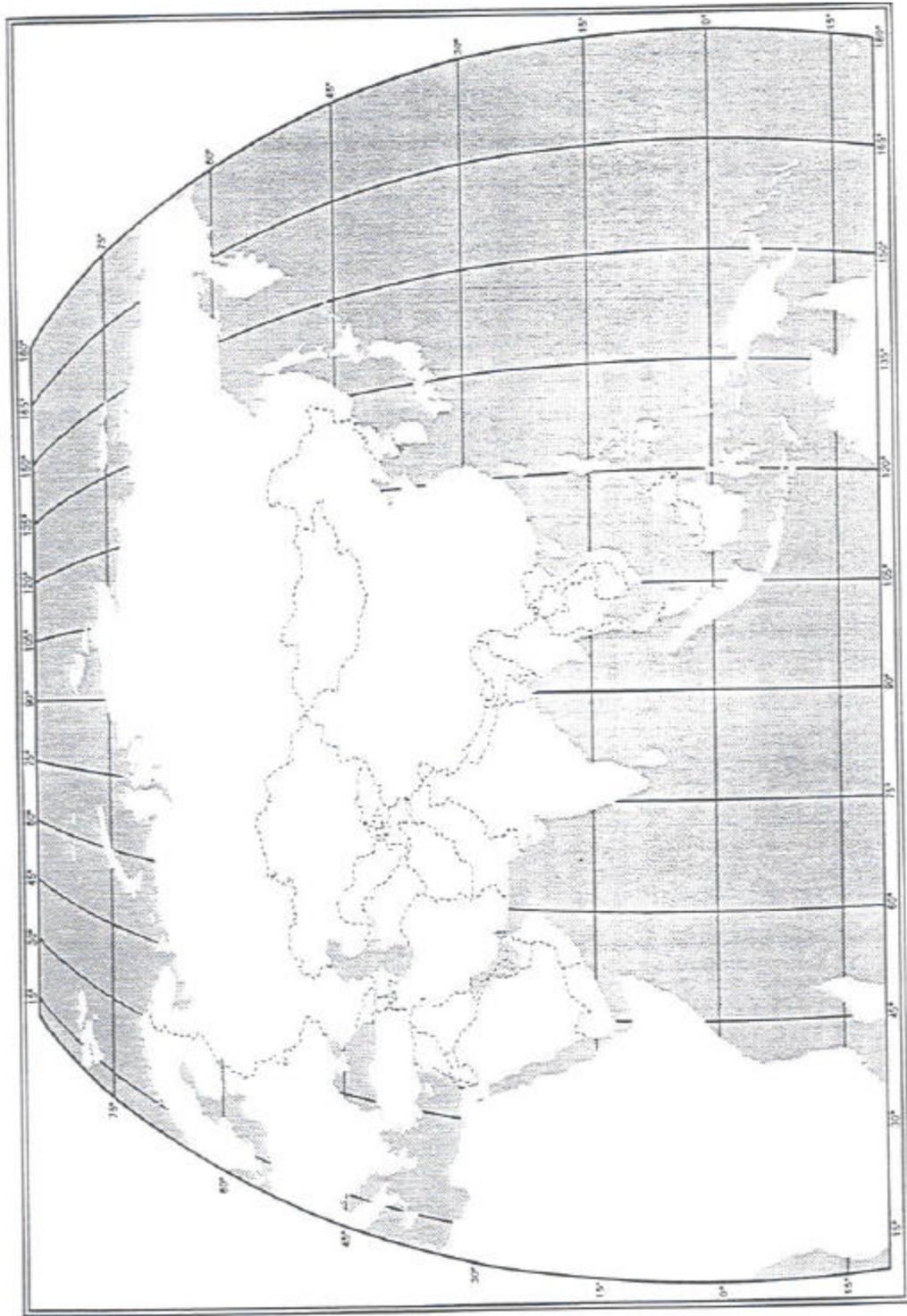
Appendix F- Historical Time Line



Appendix G- Character Web



Appendix I- Map of Asia and Europe



Appendix J- Directions and Cards for The Golden Horde Cooperative Game

Objective- The leader is to move the group across the field with no talking and only hand and flag signals. Talking in the group or by leader results in that group beginning at starting place again. Hand signals may be used in the team.



- This game can be changed to meet the needs of your class. Divide the class into two or three groups. Elect a leader from each group. (Stress that Genghis Khan had an incredible ability to pick superb generals. The leaders were not chosen for popularity, dress, lineage, etc.)
- Start the teams at one end of a field or gym. Have team link arms. Breaking their arm link will result in penalty. Have the team leaders stand at the opposite end with flags and game cards.
- Flag signals are given to tell the horde which way to move together. Pointing to the right with a flag 5 times means to move the group five steps to the right. Pointing the flag down and pointing 9 times means move backwards nine steps. Blow a whistle after one minute to signal group is to stop moving and next flag signal will be given. (As the students get better at moving in unison, these timed whistles can be decreased.)
- Begin the game when rules are understood and all is quiet. First team across is successful. Collect class together and discuss the results of the game. Keep same teams or change groups and play again. (Stress that one reason the Golden Horde was so successful is that they worked together as a unit.)

Golden Horde Card	Golden Horde Card	Golden Horde Card
Point flag to the right and drop 3 times to signal to move 3 times- right.	Point flag up in the air 4 times to signal the group to move forward 4.	Point the flag to the left 2 times to move the group two steps to the left.
Golden Horde Card	Golden Horde Card	Golden Horde Card
Point the flag to the ground 2 times to signal to move backward two steps.	Point the flag to the left 3 times to signal to move to three steps to the left.	Point the flag in the air 5 times to signal to move five steps forward.
Golden Horde Card	Golden Horde Card	Golden Horde Card
Point the flag to the left and drop 3 times to signal to move three steps to the left.	Point the flag in the air 5 times to signal the group to move forward five steps.	Hold flag firmly in front of you to signal the group to stay in place.