

A Teacher's Guide to

The Empire of the Mongols: November 18, 1247

TIMELINE

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TIMELINE

Introduction

TIMELINE offers an exciting new way to experience history, and, perhaps, to alter forever the way your students perceive the world.

This teaching guide, dedicated to one 30-minute video, was designed to enhance the TIMELINE series and to make the program easier to use. It identifies student *learning objectives* and includes a *summary of video highlights* and a *background summary of events* preceding the day of the telecast. These are intended to help you preview the program.

Several *pre-viewing discussion questions* set the stage for student viewing. These are followed by a list of *technological and cultural innovations* of the period and a *chronology* highlighting significant developments throughout the world. The *post-viewing discussion questions and activities* can assist students in critically analyzing issues and events and further enrich the program by suggesting thought-provoking and creative exercises. A *map* reflects the scope of invasions in Russia and the boundaries of the Mongol Empire. Finally, you'll find here a list of recommended source materials for additional research. Most are readily available in libraries and bookstores; some are available from Social Studies School Service.

These materials can be reproduced for individualized instruction.

TIMELINE

THE EMPIRE OF THE MONGOLS: November 18, 1247

OBJECTIVES

Students will...

- Identify the sequence of events since the death of Genghis Khan and relate them to the events of November 18, 1247;
- Explain why some Europeans were concerned about the advance of the Mongols while others were not;
- Describe the areas that were encompassed by the Mongolian Empire;
- Compare the behaviors of Kublai Khan with those of Kuyuk and Batu;
- Identify the characteristics of the Mongolians that made them superior military people;
- Describe nomadic life.

SUMMARY OF VIDEO HIGHLIGHTS

- A band of warriors, yurts in tow, marches westward from a camp in Central Mongolia as this broadcast begins. It has been four years since the Mongols last carved "a trail of death and destruction" through Central and Eastern Europe, when the assault was interrupted by a power struggle between two heirs of Genghis Khan, Kuyuk and Batu. Today's move suggests that their conflicts are resolved. Civil authorities and church leaders in Europe grow increasingly anxious. The Pope has sent a special ambassador to the Mongols; the ambassador's return is expected within the hour.
- From a field correspondent, traveling with the army, a report: Kuyuk, the current Supreme Khan and grandson to the great Genghis, left Karakorum this morning, the first time he has placed the Empire on war alert since his coronation a year ago. Kuyuk has demanded that his cousin, Batu, who has conquered Russia and Eastern Europe, join him in this march.

Summary of Video Highlights, continued

- Flashback film clips show burning buildings and point out Batu's victories six years ago over every European and Islamic army that opposed him. His father's death, four years ago, halted his advance; he and Batu returned to Karakorum to select a new Khan. It now appears that the Mongol war machine is ready again and, reports the field correspondent, that both Western Europe and the lands of Islam are in danger.
- From the headquarters of Pope Innocent IV in Lyons, another field correspondent reports on the crowds of clerics and priests gathering for the return of the first Northern European ever to visit the Great Khan, a Franciscan friar called John of Plano Carpini. This headquarters, a cathedral, was established by the Pope after he was driven from Rome by soldiers of the German Emperor three years ago. It is clear, says the anchor, that with the Pope and the German Emperor at war, there's little chance of uniting against a common enemy—the Mongols.
- Meanwhile, inside the papal palace, the scene is one of chaos triggered by distrust and disagreement: Cardinals argue, Turkish/Moslem envoys are held at guard and frowned upon by younger monks, a clerk tries to read aloud from a parchment letter, everyone seems to be talking at once. Three years earlier, the Pope had summoned the thirteenth Ecumenical Council. At that time, some Christians hoped the Mongols could be allied with Europe against Islam. At the same time, reports the correspondent, some Moslems were looking for Christian support against the Mongols. From the exchanges and comments that take place in this scene, it is obvious that there is much disparity in feeling—and too much ill will for any reasonable alliance.
- A Mongol prince with Kuyuk Khan's army, a cousin to Kuyuk and Batu, is interviewed. He is Prince Kublai. He speaks diplomatically of a united House of Genghis
- The story of Genghis Khan is told by a correspondent on location near the Kentei mountains, where the twelve-year old, then called Temujin, had fled after the death of his father, a tribal chief. The boy was exiled, but spent his time planning to recover what had been taken from him. Twenty years later, he succeeded in uniting the feuding Mongol tribes to develop a movable army of Mongol fighters with tactics, discipline, and a belief in their own destiny. He became Genghis—the Great—Khan. He would go on to the Great Wall, built 1400 years earlier to protect China from just such an invasion, to invade and take over most of the Chin Empire of North China. He then invaded Turkistan, Afghanistan, Transoxania, Persia, and East Europe. He had a nomad's contempt for cities, but from the lands he conquered, he recruited the best scholars, lawgivers, craftspeople, and scientists to operate his expanding empire.
- From Samarkand, in Eastern Persia, a report on how life has changed in that city since it fell to the Mongols. On camera, Persian, Arab, and Chinese merchants go about their business; streets are crowded and there is a general feeling of well-being. The field correspondent reports that women's rights are respected, all religions are tolerated, and peoples of all nationalities and races live together harmoniously under the strict Mongol rules. The reporter says that while the Mongols have a highly efficient military machine and a low regard for human life, they are not without honor and tolerance.
- Kublai Khan, traveling with Kuyuk and his forces, appears in a dialog with the television anchor. What were the implications of Friar Carpini's visit to Batu? Why did Batu send Carpini on to Kuyuk? Prince Kublai responds that Batu knew that Carpini's visit, with the critical letters from the Pope, would draw Kuyuk's attention to Europe. Now, with Kuyuk moving toward Batu's territory, Batu has much to gain. In a confrontation with Kuyuk, Batu has the advantage of being on home ground. However, if Batu joins Kuyuk's forces, he gets his greatest wish: to resume the conquest of the West.
- Two "commercial messages" are given: one is for the explosive rocket from China; the other is for that magic spice from Cathay, pepper.

PRE-VIEWING QUESTIONS FOR DISCUSSION

- 1) How would you expect nomadic warriors to live? (While on the move, the Mongols brought their homes—tent-like structures called *yurts*—with them. Other clues to their existence are given in the program.)
- 2) What kind of reputation do the Mongols have? How did they get the reputation? To what extent is it deserved?
- 3) Who is Genghis Khan? (Nomadic military leader who united the warring Mongol tribes and went on to establish one of the world's biggest empires.)
- 4) Who was Kublai Khan? (Grandson of Genghis who conquered China and adopted the philosophy of the Chinese. He is often remembered because Marco Polo visited him in 1275.)

BACKGROUND INFORMATION

After the tenth century and up to the time that the Mongols threatened, Europe experienced a relative sense of security and freedom from the outside invasions that had inhibited growth in civilization. Genghis Khan and his descendants would test that security.

Genghis (also *Jenghiz* and *Chingis*) Khan was born approximately eighty years before this telecast date (1155, 1162, 1167?), the son of a Mongolian tribal chief who died when Temujin, as the young Genghis was called, was a child (variously identified as being from nine to twelve years old). Another family took control of the tribe and Temujin was forced to live in exile in the Kentei Mountains of Mongolia. It probably was during this time that Temujin was spiritually inspired—by Tengri, the eternal blue sky—to rule the world one day. The philosophy he developed was to annihilate any who would threaten him or destroy his trust and to defend those who would accept his rule. Temujin defeated his Mongol rivals, in battle and by deceit, culminating with the defeat of his arch-rival since boyhood, Ongkhan (c1203). Temujin then reached beyond the Mongolian steppe. He was declared Genghis (the Great) Khan and chief prince of the Mongols in 1206.

Ghengis Khan was able to change the nature of Mongolian warfare: where it had been characterized by feuds among tribes over space and grazing lands, under Temujin the Mongols developed a unified and sophisticated military, highly disciplined and with a belief in their destiny to inherit the world.

The Great Khan's forces invaded China in 1211 and captured Peking in 1214; they took Persia in 1218. He had absorbed the Turks into his Empire; the Turks, who were literate, taught the Mongols to write their own language and are generally credited with "civilizing" the Mongols. After a political insult in 1219, however, Genghis attacked Turkestan, destroying cities and dams and killing or enslaving its peoples. He then led his army into Russia, Afghanistan, and India. With his highly mobile military, Genghis could readily defeat less facile armored knights, who were not accustomed to fighting on open plains. Genghis Khan set up an organized way of life, with strict laws, for his soldiers, his followers, and those he conquered. It was to become a legacy for his descendants. He died in 1227.

The capital of the Genghis Khan's empire, Karakorum, was lost in ruins until 1889, when it was uncovered by a Russian explorer, N.M. Yadrinstev. Although Genghis Khan and his offspring invaded and took over many other cities, with the exception of Kublai Khan, they retained their nomadic ways.

Background Information, continued

Descendents of Genghis Khan would ultimately rule a broad area, ranging from the Black Sea and the Persian Gulf to the Pacific. Persia, China, Korea, Central Asia, Mesopotamia, and part of Russia were included in this empire. Ogetei, one of his four sons, became a Great Khan and ruled until 1241. By 1240, Batu, a grandson of Genghis Khan, had conquered Russia. Moscow belonged to the Mongols. He established his warriors, called "The Golden Horde," at Sarai on the Lower Volga in 1242. Kuyuk, who was made Supreme Khan after Ogetei's death, died in 1248. Kublai Khan, another grandson of Genghis, became the Governor of China in 1251 and succeeded his brother, Mangu, as Supreme Khan in 1260. Kublai Khan founded the Yuan dynasty of China after he defeated the Sung dynasty. He ruled from his capital city, Cambuluc, founded in 1264 and later called Peking/Beijing. The Yuan dynasty placed Mongols in key positions, welcomed Europeans and others, tolerated Nestorian Christianity and the spread of Islam. Kublai Khan had Chinese advisors, as well; from them he absorbed a philosophy of interdependence of ruler and the ruled. The opening of trade routes was encouraged during this time; under Mongolian rule, Eurasia was united and travel was safer. Mongols allowed Europeans access by sea to territories that quickly became sources of spices for the West. The trade routes brought Marco Polo to Kublai Khan's capital in 1275. Kublai Khan attempted naval campaigns to take over Japan (1274, 1281) and Java (1293), but was defeated. Mongols were expelled from China in 1368, overthrown by the Ming dynasty.

EARLY THIRTEENTH CENTURY: TECHNOLOGICAL, CULTURAL INNOVATIONS

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|------|---|
| 1200 | Engagement rings come into fashion. |
| 1202 | The first court jesters appear at European courts. |
| 1202 | The rosary (prayer beads) comes into use. |
| 1202 | Leonardo Pisano Fibonacci introduces Arabic numerals to Europe. |
| 1212 | Tiles replace thatched and wooden roofs in London. |
| 1221 | Iron fire bombs are created by the Kin warriors of China. |
| 1227 | Japanese potter Toshiro starts porcelain manufacturing after four years of travel in China. |
| 1230 | Leprosy brought into Europe by Crusaders. |
| 1233 | Coal mined in Newcastle, England. |
| 1242 | Hanging, drawing, and quartering first used in England on William Marise, a pirate and son of a nobleman. |

Dates are approximate.

Sources:

A Timetable of Inventions and Discoveries by Kevin Desmond. 1985. M. Evans and Company. NY.

The Timetables of History by Bernard Grun. 1982. Simon & Schuster. NY.

POST-VIEWING DISCUSSION QUESTIONS

- 1) Mongol invasion and settlement altered the way of life in conquered lands. Do you see the changes as positive? Negative? Why?
- 2) Kublai Khan, who went on to become the Supreme Khan and emperor of China, was unsuccessful when he attempted (twice) to conquer Japan in a naval invasion (c1274). To what extent did the nomadic nature of the Mongols help them in land battles?
- 3) What form of government did the Mongols institute in Samarkand? Are there similar forms of government today?
- 4) For the Western civic and church leaders, there was a fundamental distrust of the Mongols, who were perceived as pagans from the East. Identify a contemporary parallel to this "basic distrust" of another society.
- 5) In what way did the Mongols differ from the Vikings after conquering a land? Can you identify a contemporary parallel for the Viking way? For the Mongolian way? Was acculturation into the conquered society a factor for either?
- 6) The Mongols were presented from opposing points of view—as both brutal savages and "not without honor and tolerance." For what reason would the producer of this program choose to make these counterpoints? After viewing this telecast, has your opinion of the Mongols changed? If so, in what ways? To what extent can the lack of balanced viewpoints foster distrust? (Think of contemporary examples in which it is difficult to find "the other side of the story.")

THE COMMERCIALS

- 1) In what way is the commercial for the explosive rocket consistent with the topics covered in this telecast?
- 2) Does the commercial for pepper reveal anything about life in the thirteenth century? What does it tell you about the diet? About possible forms of entertainment? What does the minstrel's line, "from *fabled* eastern lands it comes," reveal about European attitudes toward the east?

EXTENDED ACTIVITIES

- 1) Develop a classroom **TIMELINE** newscast featuring an event that took place during the period of the Mongol Empire. The newscast can expand on a report from the **TIMELINE** telecast or feature an event or circumstance not covered in this program. Use a format similar to that used in **TIMELINE**, featuring an anchor, field correspondents, and interviews with key figures. Conduct research to determine situations that could have led to the event. Suggested topics:
 - A report on Kublai Khan's first unsuccessful attempt to conquer Japan. The report could discuss the inadequacies of the Supreme Khan's navy and the Mongols' past superiority in land battles, and speculate on whether the Emperor would try another invasion on the Japanese. The newscast also could investigate the cultural changes that had come about in China since Kublai Khan became the emperor and the changes in Kublai Khan—who had given up the nomadic life in preference for the court life.
 - A report from Russia on a Mongol invasion. The telecast could center on the battle at Kalka River (1223), the conquest of Moscow (1237), or the establishment of Batu's forces, called "the Golden Horde," at Sarai on the Volga.
 - A report on the death of Ogetei Khan, son and heir to Genghis, in 1241. On his death, Mongol leaders returned to the capital in Karakorum to choose a successor. This interrupted the growth of the Empire for a period of six years.
 - A report from Lyons, France. Shortly before the telecast date for the Mongols, in 1230, leprosy made its first appearance in Europe, having been "imported" by returning Crusaders. (This telecast briefly shows a leper begging for alms on a street in Lyons.) The telecast could examine the possible "causes and cures" for the disease and discuss people's fear of it.
 - A report from England. In 1238, a monk from the abbey at St. Albans, wrote that herring was cheap that year. The reason? The Mongols. The traders from the Baltic countries who came each year to buy herring didn't show up in 1238. Their native lands had been "upset" by Mongol invasion. The telecast could draw on events in countries that had been invaded by the Mongols, including Poland, Hungary, and Bohemia.
- 2) Construct "parallel stories," in which you equate an incident from the thirteenth or fourteenth century with a more recent event. To do this: a) choose two situations with similarities; b) research the topics and write a brief narrative describing each, citing specific dates, names, places, and events; c) write the parallel stories by interspersing the events, names, and places from one situation with those from the other. The result will be two fictional accounts, one from each time period, but including events from both periods. Some examples for parallel stories: the overthrow of the Mongol Yuan dynasty in China in 1368 by Chinese nationals and the events of 1989 in Tien An Men Square in Beijing and elsewhere in China; a profile of Genghis Khan—his personality, power, beliefs, and influence over others—and a profile of Adolph Hitler revealing his personality, power, beliefs, and influence over others; the power struggle between Batu and Kuyuk, the grandsons of Genghis Khan, and the power struggle between the last two presidential candidates; the circumstance of, and attitude toward leprosy in fourteenth century Europe and AIDS in twentieth century U.S.
- 3) Posing as a thirteenth century political analyst, write an editorial arguing either for or against the status quo for "Mongol occupied" Samarkand in Persia.

A TIMELINE CHRONOLOGY OF EVENTS

The events listed span those covered in the six-part TIMELINE series.

- 780 Viking Exploration Begins
- 1066 The Vikings Lose Battle of Stamford Bridge
The Battle of Hastings
- 1095 Pope Urban Appeals for Crusades
- 1099 Jerusalem Falls to Crusaders
- 1187 Jerusalem Conquered by Saladin
- 1189 Third Crusade Begins
- 1206 Temujin Khan Declared Genghis (the Great)
- 1214 Genghis Khan's Forces Capture Peking
- 1227 Genghis Khan Dies
- 1240 Mongols Conquer Russia
- 1247 Mongols March under Kuyuk
- 1251 Kublai Khan Made Governor of China
- 1275 Marco Polo Visits Kublai Khan
- 1281 Kublai Defeated in Second Japanese Takeover Attempt
- 1284 Pied Piper Legend First Told
- 1348 First Outbreak of The Black Death
- 1358 The Jacquerie, French Peasant Revolt
- 1361 Second Outbreak of the Plague
- 1402 Tamerlane Defeats Ottomans
- 1453 The Fall of Constantinople to Ottomans
- 1492 Granada Recaptured by Spanish Christians
Columbus Encounters New World

Extended Activities, continued

- 4) Within a year after events in this telecast, Louis IX led the Seventh Crusade. He was captured by the Saracens at Mansura in 1250, released for ransom, returned to France in 1254, and died in 1270 on the Eighth Crusade. Newspapers also go on crusades, investigating and reporting on a story in such a way as to promote a cause. When this happens, the articles associated with the cause usually are found in the "news" section. With the above in mind, write a headline story. Dateline: Paris, 1270. Your purpose: to convince your readers that Louis deserves sainthood for his heroic deeds. Conduct research to find out what kind of monarch Louis had been, as well as to identify his exploits as a Crusader. (He was canonized in 1297.)
- 5) As an alternative to the above activity, write an essay for the op/ed page of the Paris newspaper in which you argue against sainthood for Louis IX. As a basis for your arguments, you could investigate the slow process toward canonization for Father Junipero Serra, the Spanish missionary whose nomination to sainthood is in process.
- 6) The Mongols, being nomads, brought their homes, called *yurts*, with them. The yurt is a felt tent—and still in use in some parts of Mongolia. The tent offered protection from heavy rain and severe frost and was easily disassembled for travel. Construct a model of a yurt. Research to learn how the tent was made. One source: M. Huc, a nineteenth century French missionary. Excerpts from his primary document, recalling his travels in Mongolia and Tibet, are found in *Chingis Khan and the Mongol Empire* by Malcolm Yapp. (See "Recommended Readings and Resources.")

RECOMMENDED READING AND RESOURCES

(* indicates material available from Social Studies School Service)

Primary Sources in Translation

The Travels of Marco Polo, translated by R.E. Latham. 1958.

Secondary Sources

* *Chingis Khan and the Mongol Empire* by Malcolm Yapp. Greenhaven. 1980. (Includes primary source material.)

* *Kingdoms of Asia, the Middle East and Africa: An Illustrated Encyclopedia of Ruling Monarchs from Ancient Times to the Present*. 1986.

Medieval Technology and Social Change by Lynn White, Jr. 1962.

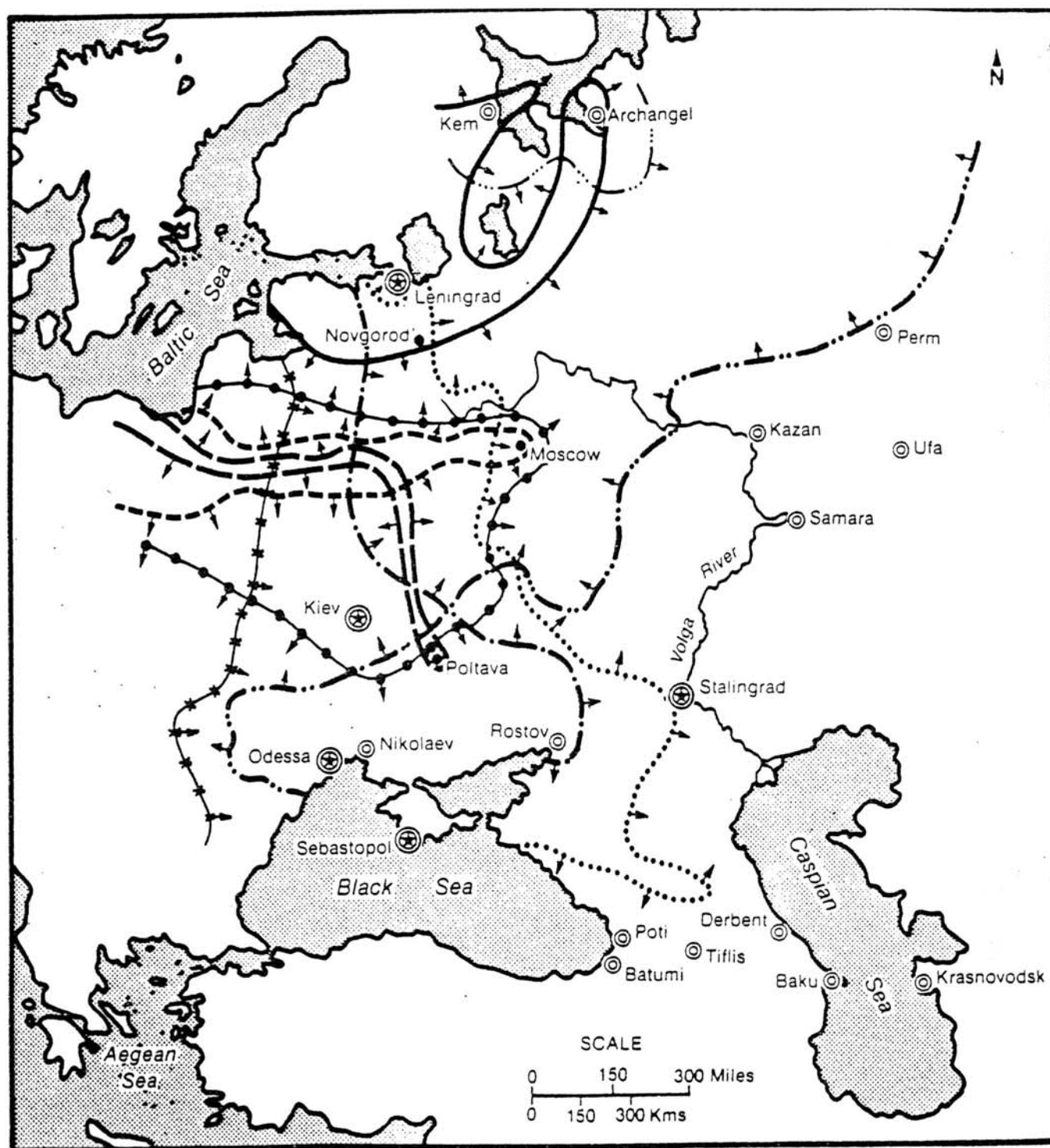
* *Genghis Khan: World Leaders Past and Present* by Judy Humphrey. Chelsea House. 1987.

* *The Timetables of History: A Horizontal Linkage of People and Events* by Bernard Grun. 1979.

Historical Novel

Ghost on the Steppe by Cecelia Holland. 1969.

Invaders of Russia, 1240-1945



- · — · — Farthest western limit of direct Mongol rule, 1240-1380
- · — Poles 1607-1612
- Swedes 1611-1614
- Swedes 1709
- - - French 1812
- * - * - Germans, Austrians 1917
- · - · - Anglo-American Forces 1918-1919

- · — Germans 1918
- Germans 1942
- ⊙ Cities occupied by foreign troops 1917-1920
- ⊗ "Hero Cities" of the Soviet Union (besieged by Germans between 1941 and 1944)