

Chinese Dynasties & Mongol Invasions

Lesson Plan – East Asia

Purpose

Big Concept:

China was ruled by many dynasties throughout its history, including one from outside China, the Mongols.

Essential Questions:

1. What is a dynasty and how did they function politically and militarily?
2. What effect did the Mongols have on China, as an invading force and ruling dynasty?
3. How did Mongol rule affect everyday life for people in China, including the strict social hierarchy?

Rationale

Ohio Standard: History

Benchmark C:

Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.

Indicator 4c:

Explain the lasting effects of military conquests during the Middle Ages including the Mongol invasions.

Materials

textbook – The World

copies of Vocabulary Matrix

index cards with words, definitions, and sentences

copies of Anticipation Guide

copies of Cause and Effect Graphic Organizer

Books (Background Information):

- The World; Scott Foresman, 2005.(textbook)
- Chronicle of the Chinese Emperors by Ann Paludan; Thames and Hudson, New York, 1998.
- The Mongols by David Morgan; Blackwell, Cambridge, MA, 1990.
- Nations of the World: China by Catherine Field; Raintree Steck-Vaughn Publishers, Austin, TX, 2000.
- The Chinese Empire by Marinella Terzi; Childrens Press, Chicago, 1992.
- TimeFrame AD 1200 – 1300: The Mongol Conquests edited by Tony Allan; Time-Life Books, U.S., 1989.

Internet Resources:

- www.lacma.org/khan/1/index.htm
- www.accd.edu/sac/history/keller/Mongols/states1/html
- www.historyforkids.org/learn/china/history/mongol.htm
- www.fsmitha.com/h3/h12china.htm
- www.askasia.org/teachers/Instructional_Resources/Materials/Readings/China/R_china
- www.san.beck.org/3-6-Mongols.html

Activities

Student Activated Vocabulary Instruction (SAVI):

- Each student receives a card with a word, definition, or sentence on it. All cards relate to the vocabulary that is essential for this lesson.
- Give students about five minutes to move around the room and find the two other people with cards that go with theirs. Each word has a definition and a sentence to go with it.
- Then students work in groups to make a teaching transparency with all the information on it plus one extra tool to help teach the class: a picture, example, or a different sentence.
- Each group uses their transparency to teach their word to the class. Individual students complete the Vocabulary Matrix.

Anticipation Guide:

- As a class, read the statements on the anticipation guide. Students decide whether they agree or disagree with each statement about Chinese dynasties before they read Chapter 12, Lesson 2, Pages 350 – 355 in The World.
- Read the lesson together and have students raise their hands when they read something that either confirms or changes one of their responses to the statements. Complete the during reading column of the chart.

Cause and Effect Graphic Organizer:

- Students are given a cause and effect organizer about the Mongol invasions and Yuan dynasty. For each cause/effect pair, one is given to students.
- Using the books and Internet resources, students complete the chart. They may work with a partner or small group if resources are limited.
- If necessary, the chart may be broken into sections to make it more manageable for students. After students have completed their parts, all of them may be combined to complete the chart as a class.

Assessment

Informal:

- The vocabulary activity and the anticipation guide will help to monitor student learning and guide any modifications that may become necessary.

Vocabulary Quiz:

- Students will complete the vocabulary review worksheet from the book which will identify the words that students have mastered and those that may need to be re-taught.

Timeline:

- Students will create a timeline of what they believe are the five most significant events during the Mongol invasions and Mongol rule in China. On the timeline, they will tell why they believe each event was important. This will evaluate whether students have met the expectations of the lesson.

Grade Adaptation

Target Grade: 7th

Adaptations:

- This activity would be appropriate for students up to 10th grade. They would need to use a different textbook to complete the anticipation guide. The literacy strategies would benefit students of almost any grade level.
- The vocabulary strategy used could be modified for a lower grade level; just change the words to grade-appropriate ones. The content of the Mongol invasions segment of the lesson may not be appropriate for younger students but the Chinese dynasties part definitely would be.

Vocabulary List

1. emperor – the ruler of an empire
 - The emperor took over many lands and expanded the empire.
2. civil service – the practice of using skills and talents to work in the government
 - People had to take a civil service exam to work in the government.
3. shamanism – belief that good and evil spirits spread through the world and can be heard by priests, or shamans
 - People were allowed to continue the practice of shamanism.
4. conquest – the defeat of another group
 - The Mongols took power after the conquest of southern China.
5. dynasty – a ruling family
 - During the Ming dynasty, people believed that China had the greatest civilization in the world.
6. expedition – a journey or trip undertaken for a specific purpose
 - The first expedition to the west included 300 ships.
7. hierarchy – people or things arranged in ranks or classes
 - China had a strict hierarchy of social service classes.
8. monastery – a community where monks live, study, and pray
 - A new monastery was built near the town with Kublai Khan's encouragement.

Asian Empires Vocabulary

vocabulary word	definition	sentence	teaching tool
conquest			
civil service			
expedition			
monastery			
shamanism			
hierarchy			
dynasty			
emperor			

Anticipation Guide Chinese Dynasties

Statement	Agree or Disagree	
	Before Reading	During Reading
1. Many Chinese dynasties made important contributions to civilization, like discovering more efficient methods of producing iron.		
2. Up to the eighth century, China had not had a female ruler.		
3. Genghis Khan was a powerful ruler because he used terror as his greatest weapon.		
4. Mongol warriors had such great horsemanship skills that they could shoot arrows while riding at top speed.		
5. Under Genghis Khan and his sons, trade and travel was difficult and dangerous.		
6. The Chinese thought that they had the greatest civilization and tried to keep out anything not from China.		
7. The Chinese started to explore to the west after Europeans set sail to find sea routes to the east.		

Anticipation Guide – Correct Responses

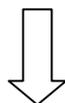
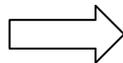
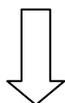
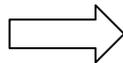
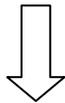
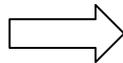
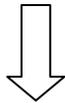
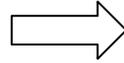
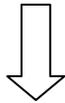
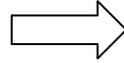
Chinese Dynasties

Statement	Agree or Disagree	
	Before Reading	During Reading
1. Many Chinese dynasties made important contributions to civilization, like discovering more efficient methods of producing iron.		agree
2. Up to the eighth century, China had not had a female ruler.		disagree
3. Genghis Khan was a powerful ruler because he used terror as his greatest weapon.		agree
4. Mongol warriors had such great horsemanship skills that they could shoot arrows while riding at top speed.		agree
5. Under Genghis Khan and his sons, trade and travel was difficult and dangerous.		disagree
6. The Chinese thought that they had the greatest civilization and tried to keep out anything not from China.		agree
7. The Chinese started to explore to the west after Europeans set sail to find sea routes to the east.		disagree

The Yuan Dynasty: The Age of Foreign Rule
Cause and Effect Graphic Organizer

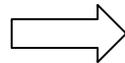
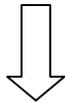
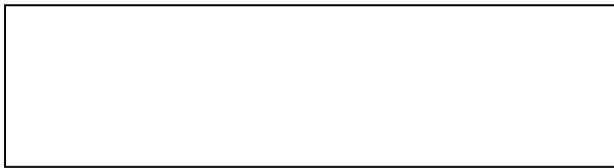
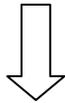
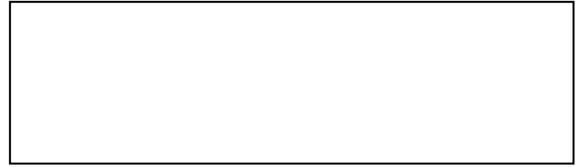
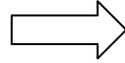
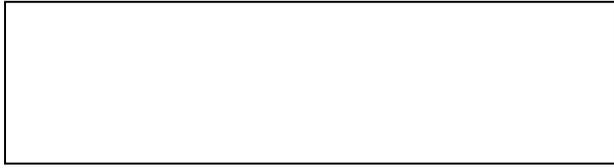
Cause

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Cause

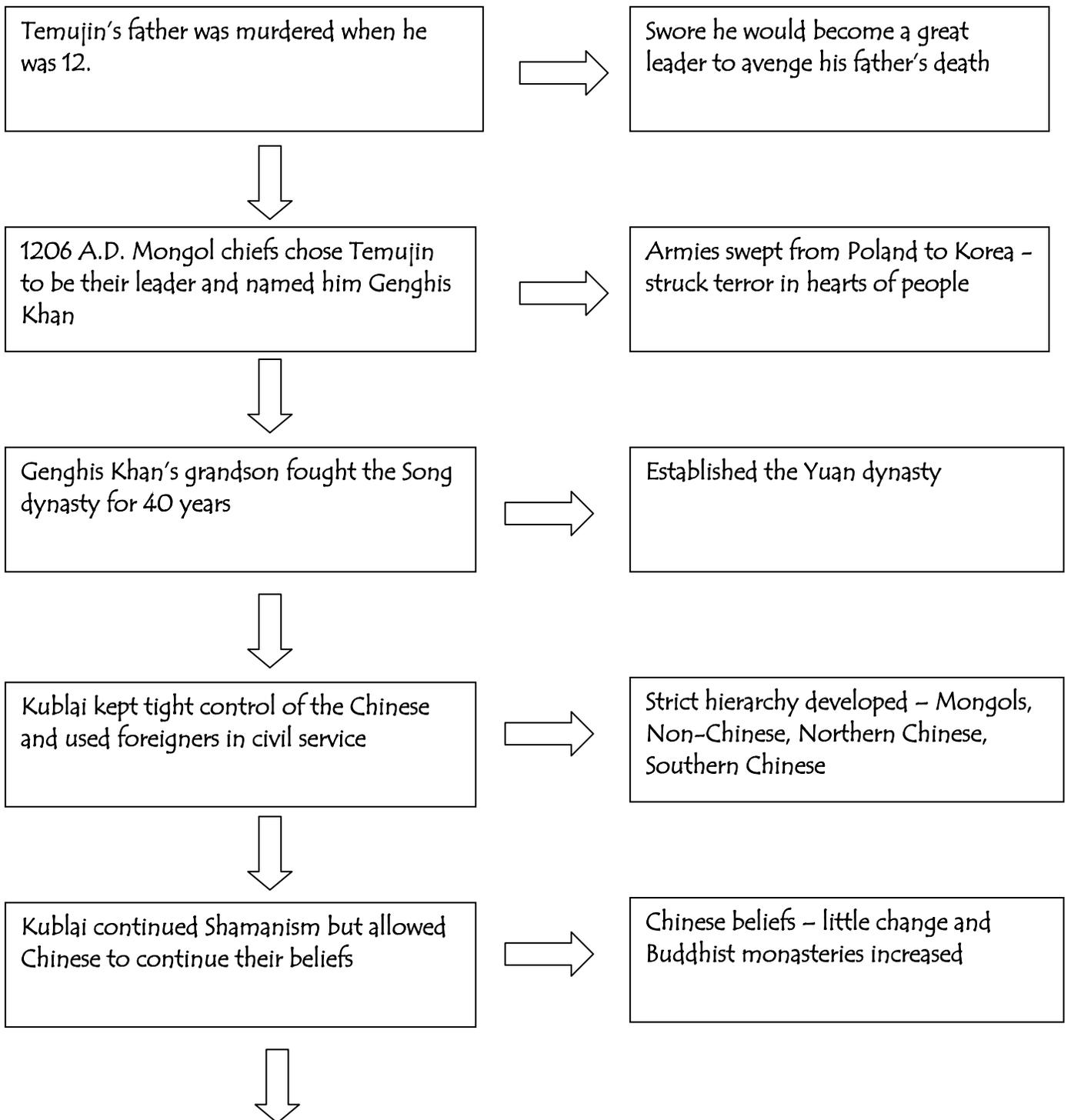
Effect



The Yuan Dynasty: The Age of Foreign Rule
Cause and Effect Graphic Organizer – Possible Answers

Cause

Effect



Cause

Effect

