

MI OPEN BOOK PROJECT

# World History

Stefanie Camling, Mike Halliwill, Troy Kilgus, Anne Koschmider, Adam Lincoln, Mark Pontoni, Anthony Salciccoli, Tom Stoppa, Nick Vartanian, Melissa Wozniak, Kymberli Wreqqlesworth, Rebecca Bush.



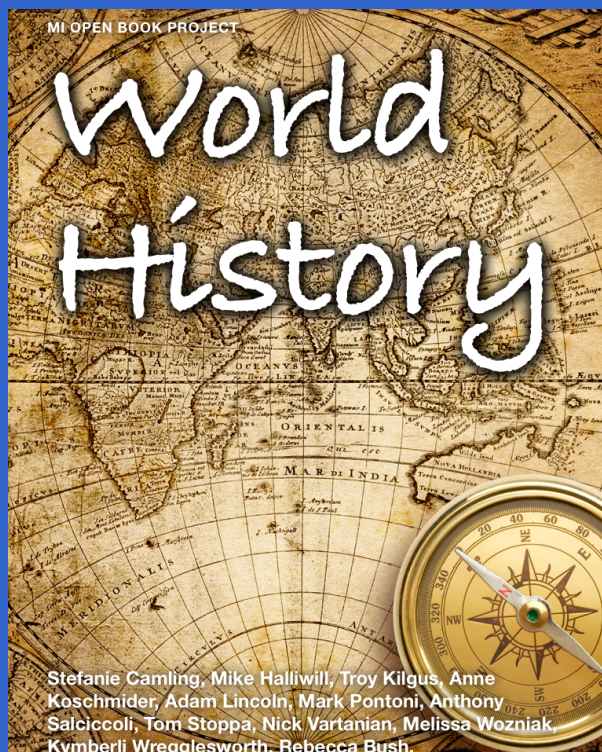


About the  
Authors



**MICHIGAN**  
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# The Michigan Open Book Project

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## Stefanie Camling

### Coopersville High School

*Coopersville Area Public Schools*

Stefanie has been teaching for twenty two years. She received her Bachelors of Arts in Social Studies as well as her Masters in Education Leadership from Grand Valley State University. She is currently teaching at Coopersville High School in sociology, world history, and AP world history. Stefanie has served as the student council advisor, junior class advisor, coach, and Vision Team chair. Stefanie was one of the writers for Performance Assessments of Social Studies Thinking (P.A.S.S.T) for World History. Stefanie resides in Grand Rapids, Michigan with her husband Tom and son Tommy Jr.

## Mike Halliwill

### Shepherd High School

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Mike is the High School World History teacher at Shepherd High School in Shepherd Michigan. He has a Bachelors degree in history education from Saginaw Valley State University with minors in Political Science and Sociology. During his time at Shepherd Mike has served as the Model UN and boys golf coach. Mike has also been an item writer for Performance Assessments of Social Studies Thinking (PASST).



## Troy Kilgus

### Standish-Sterling Central High School

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Troy Kilgus serves as the high school social studies chair at Standish-Sterling Central High School. In his eight years of teaching, he has taught various social studies courses including AP US History and multiple levels of French. Mr. Kilgus earned his undergraduate degree in French Education and his Masters in Teaching from Saginaw Valley State University.





## **Anne Koschmider**

### **Cadillac High School**

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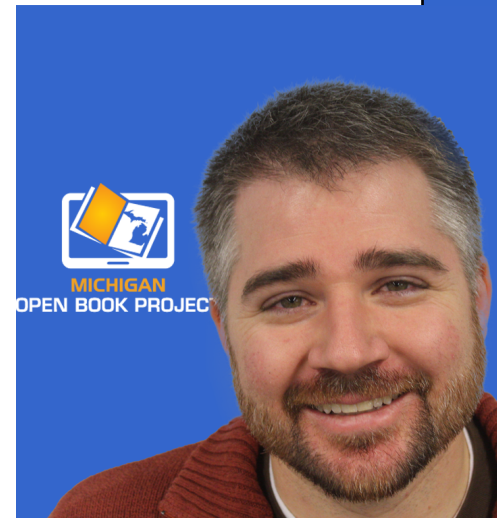
Anne has been a social studies teacher at Cadillac High School since 2005. She has taught World History & Geography, AP World History, Psychology, AP Psychology, and History of the Rock and Roll Era with a particular interest in using instructional technology to engage students and promote literacy. In addition, she has served as the social studies department chair and a student council adviser. She holds a Bachelor of Arts degree from Alma College and a Master of Arts degree in Curriculum, Instruction and Assessment from Walden University. Beyond the classroom, Anne enjoys traveling, reading, and

## **Adam Lincoln**

### **Ithaca Jr/Sr High School**

*Ithaca Public Schools*

Adam began his teaching career at Cadillac High School in Cadillac, Michigan where he taught US History, Global Studies, and AP World History. After 7 years, he moved back home to central Michigan to teach at Ithaca Public Schools. While his main charge has been teaching World History and starting the AP World History program, Adam also teaches 8th Grade History, US History, History in Popular Culture and all sorts of computer science classes. Adam coaches Model United Nations, and runs the Jumbotron at Ithaca Community Stadium during events. Adam has served as a member of the Michigan Council for the Social Studies for over a decade and has worked to unite his twin passions of Social Studies and effectively integrating technology into the classroom. Outside of school, Adam has served on the Content Advisory Committee, as a Social Studies item writer for the Department of Education, and worked for the PASST project. Adam teaches History and Social Studies methods classes at Alma College as adjunct faculty. Apart from the world of education, Adam enjoys spending time with his family especially traveling on new adventures.



## **Mark Pontoni**

### **Boyne City High School**

*Boyne City Public Schools*

After a long career running a business, I returned to the University of Michigan for my Masters and Certification and began teaching in Owosso 11 years ago. A marriage, a move north, and a couple of job changes later, I now teach at Boyne City. I run a state-wide Model United Nations program attended by over 1000 students annually. I have also been an AP Reader in US Government and Politics, Comparative Government, and World History.







## **Anthony Saliccioli**

### **Clarenceville High School**

*Clarenceville Public Schools*

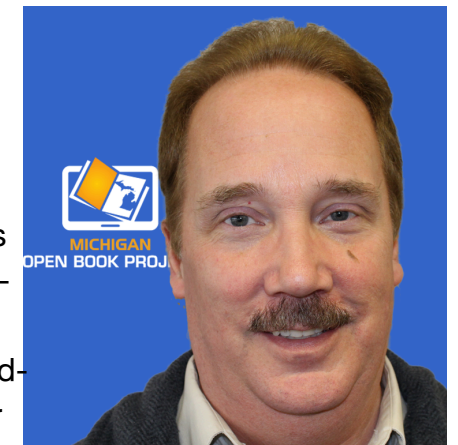
Saliccioli has been teaching since 2001. Throughout these years, he has taught students from grades 6-12 U.S. History, Government, Sociology, Law, Big History, Philosophy and his present course in World History. During his tenure he coached football, wrestling and track and field. He received his B.A. in political science-prelaw from Michigan State University in 1996, a second B.A. in History from the University of Michigan-Dearborn in 2001 and his Master in the Art of Teaching from Marygrove College in 2006. Saliccioli served as the President of the Michigan Council for the Social Studies from 2012-2014 and has been awarded the McConnell History Educator Award in 2014, the Fishman Prize Honor Roll in 2015 and the Gilder Lehrman Michigan History Teacher of the Year in 2016. He is a lifetime resident of Metro Detroit where he attempts to live with joy and purpose along with his wife

## **Tom Stoppa**

### **Alpena High School**

*Alpena Public Schools*

Tom earned his Bachelors of Science in Education from CMU and his Master in Education from Marygrove. Tom taught at Orchard Lake St. Mary's before moving to Alpena. Tom has worked in the Alpena district for the past 20 years teaching World History, Advanced Placement European History, Current Events, Michigan/Alpena History., and United States History. During his tenure in Alpena, Tom has served as School Improvement Chair, Social Studies Department Chair, and History Club Adviser. He is a member of the National Council for the Social Studies. Outside of the school day, Tom volunteers with the Water and Woods Boy Scout Field Service Council and the Northeast Michigan Youth Advisory Council



## **Nick Vartanian**

### **Holland High School**

*Holland Public Schools*

I teach World History and A.P. World History at Holland High School. I earned my bachelor's degree in History from Alma College in 2001 and earned my master's degree in Educational Leadership from Grand Valley State University in 2011. I am the SLIC (Student Leaders Initiating Change) Coordinator at Holland High and serve as Chairperson of the Reading Now Network for Holland High. I am very interested in Project Based Learning and technology integration in the classroom. I was a writer for the Performance Assessments of Social Studies Thinking (PASST) Project. In addition, I have participated in the IChallengeU program, working with students, civic, and community leaders to develop solutions to real problems as posed by area businesses in the greater Holland area.



## Melissa Wozniak

### Rogers City High School

*Rogers City Area Schools*

A proud graduate of both Posen High School and Saginaw Valley State University. #WECARDNIALS I have a love of teaching, learning, reading, family time, traveling, and of LIFE! I love using technology to keep my students engaged, and to keep track of my family members escapades. I hope to someday achieve my ultimate goal of competing on Jeopardy, winning at least one day and making Alex Trebek say my name!!



The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education

Melissa Kieswetter, Michigan Department of Civil Rights



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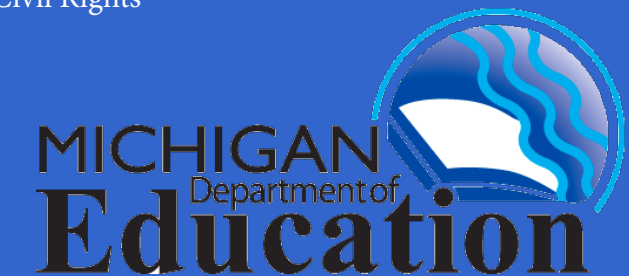
Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and a MA in American History and Government from Ashland University. She was named a James Madison Fellow in 2011, was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015, and is a two year member of the iCivics Educator Network. Kymberli teaches at her high school alma mater where her courses include Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving on the school's technology committee and school improvement team. Additionally, she teaches Intro to American Government at North Central Michigan College, and will be expanding to teach a history

## Rebecca Bush

### Instructional Consultant

*Ottawa Area Intermediate School District*

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads





## Chapter 1

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# Would the World Have Been Better Off Without the Mongols?

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What is a primary source? Secondary source?

How do bias and point of view impact sources?

How does evidence support or refute arguments?





# Historical Thinking Skills

## QUESTIONS TO GUIDE INQUIRY

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1. What is a primary source? Secondary source?
2. How do bias and point of view impact sources?
3. How does evidence support or refute arguments?

## TERMS, PLACES, PEOPLE

Historical thinking

Historical inquiry

Summarizing

Contextualization

Inferring

Monitor

Corroborate

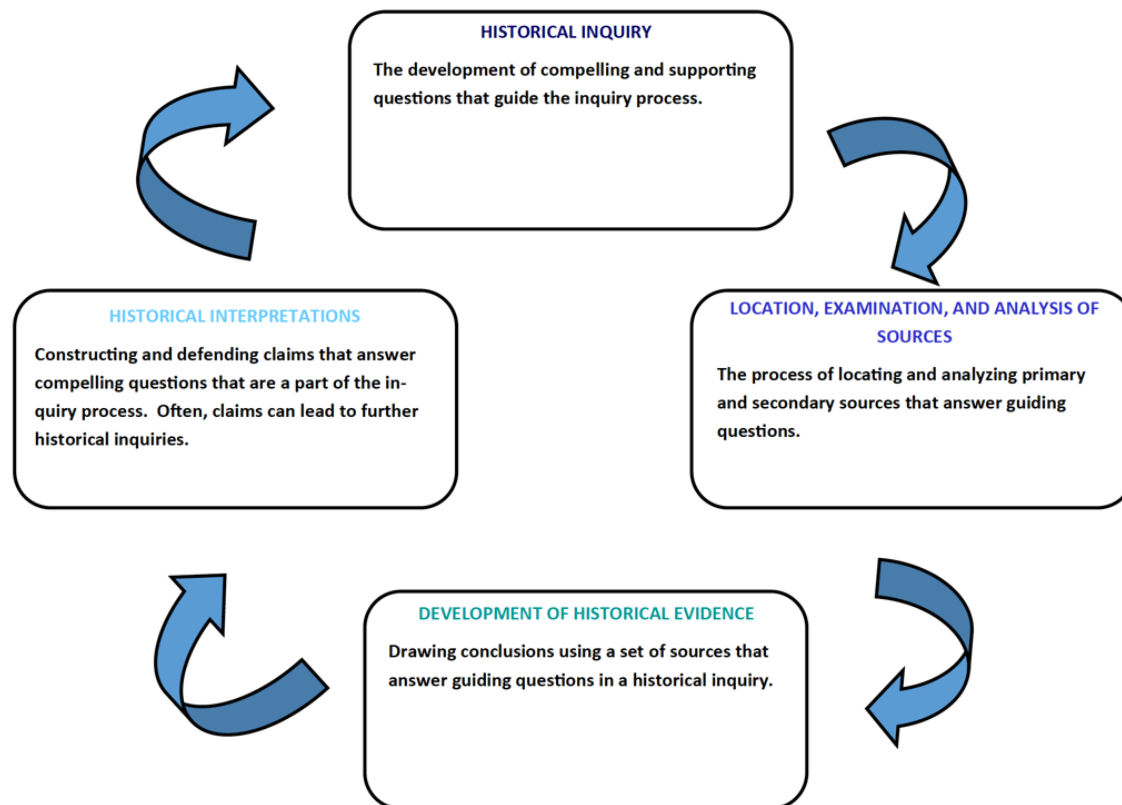
Interpretation of sources

It is one thing to study historical events; it is another to engage in **historical thinking**. A much more complex endeavor, historical thinking involves the reading, analysis, and writing that is necessary to develop a thorough understanding of the past. While studying the logistical details of a historical event or a series of historical events increases our knowledge about an event or series of events, historical thinking requires engagement in the process of **historical inquiry**.

Engaging in the process of historical inquiry that results in an understanding of the broad picture of the past, is a repetitive process. The first step involves developing historical questions that are relevant to the inquiry at hand and help guide the investigation of research. Step two requires locating and analyzing historical primary and secondary sources (Remember: primary sources are the raw materials of history. They are original documents and objects which were created at the time under study. Secondary sources are accounts or interpretations of events created by someone without firsthand experience.) The process of analyzing historical sources in order to help answer guiding historical questions results in the development of historical evidence which is step three in the process. It is this evidence (which upon comparison, can sometimes be contradictory) that leads to the constructing of claims about the past, which are often referred to as historical interpretations which is the final step in the process. Often historical interpretations answer the original guiding questions; however, at



times, interpretations can lead to further historical questions which initiate the cyclical process all over again. A visual example of the process is provided below:



In order to fully engage in the historical thinking process, the following strategy can be helpful. **Summarizing** is the first part of the strategy and involves quickly examining documents to locate information that is explicitly stated in a source. At this beginning point, identifying the subject of the source, its author, purpose, and audience are important. Identifying key facts, ideas, opinions, dates, and perspectives that are readily apparent within

the source will prove helpful during later phases in the process.

The next part of the strategy involves **contextualization**--examining a source in detail to “place” it in time and space.

When contextualizing a source, asking questions such as:

- From a time period standpoint, where and when was this source produced?
- Why was it produced?
- What was happening when the source was produced that is similar to the present time?
- What was happening when the source was produced that is different than the present time?
- How might the circumstances in which the document was created affect its content?

Often the way a source has been created requires deeper exploration and examination of its perspective. Determining what information can be implied or concluded from looking closely at the evidence in the source is known as **inferring**. Once inferences have been made, it is important to **monitor**, or reflect upon whether or not there are questions that still exist about the initial assumptions or interpretations made about the source. If additional questions remain, the discovery of additional information may alter conclusions that have already been drawn.



The next step is to **corroborate**, or compare the evidence that has been gathered and analyzed. Are there similarities between sources that are in agreement with one another? What differences exist and are those differences significant? Once corroboration has occurred, interpretation of sources that results in the development of claims and drawing conclusions answers compelling questions and ends the historical thinking process.

Throughout this world history text, several opportunities have been developed to strengthen historical thinking skills. Presented as “performance tasks” each inquiry poses a compelling question to initiate the process of historical inquiry. Historical reading strategies such as sourcing, contextualization, inferring, monitoring, corroboration, and interpreting should be utilized to investigate historical questions and make historical claims. The first performance task is presented below and is designed for the practice of historical thinking with world history content, and serves as a review of ancient history content from the time period of 300 to 1500 C.E.

Remember that just like all inquiry-based questions designed to stimulate strategic and extended thinking in history, this question is open ended. As you engage in the process of historical thinking with respect to each of the provided documents, remember the overall objective is to develop claims and support them with evidence from the provided documents.

### Interactive 1.1 Historical Thinking



*Want a little more on what it means to “think historically?” - View this brief video.*

# Introduction to Performance Task

## QUESTIONS TO GUIDE INQUIRY

1. What is a primary source? Secondary source?
2. How do bias and point of view impact sources?
3. How does evidence support or refute arguments?

## TERMS, PLACES, PEOPLE

Nomadic

Pasture

Gobi Desert

Ethnicities

Eurasia

Contiguous

This chapter is designed to “warm you up” for your inquiry based studies of world history this school year. It serves as a bridge from our middle school text into the high school content.

What you’re about to undertake is a performance task. By the end of this chapter you’ll have read several historical documents which will help you answer the compelling question which guides this chapter: “Would the world have been better off without the Mongols?”

This question is open ended. It can be answered in more than one way. By reading each of the sections of this chapter and answering the questions about each document, you’ll begin to develop a claim in response to the question. You’ll also be asked to come up with multiple reasons that support this claim, all of which include evidence from the sources you will read.



Right now, as you open this chapter and read this introduction - what are your initial thoughts? Would the world have been better off without the Mongols?



During the thirteenth century, the Mongols built an empire from scratch through remarkable feats of organization, planning, endurance, courage, slaughter, destruction, and terror. The empire was ruled by a combination of exploitation and protection of those conquered. The Mongol peace-keeping and encouragement of long distance communications, resulted in the widespread exchange of ideas, goods, and techniques, as well as in the spread of disease.

In the grasslands and mountains northwest of the **Gobi Desert** of East Asia lived a **nomadic**, tribal, largely illiterate people numbering 700,000 to 1,000,000. These were the Mongols. Economically dependent on herds of sheep, goats, horses, and cattle and on raiding for booty, they were in constant low-level conflicts with each other. Conflict over **pastures**, water, and potential slave captives often resulted in long-lasting, bloody feuds.

Suddenly, the Mongols exploded onto the world scene by conquering the territories of both nomadic and settled peoples, including urbanized, agrarian societies from China to Syria and Russia to Korea in about half a century. They created the world's largest empire and managed to hang onto their conquests for nearly two centuries. The founder of the empire was Chinggis Khan. The unified empire that he forged between 1206 and 1227 broke up around 1260. It did not shatter, however. Rather it was divided into four large Mongol kingdoms ruled by Khan's

grandsons and later descendants. Therefore, the age of Mongol domination continued far into the fourteenth century.

### Movie 1.1 The Expansion of the Mongol Empire



Look at this map showing the expansion of the Mongol Empire. Image source: [https://upload.wikimedia.org/wikipedia/commons/e/ea/Mongol\\_Empire\\_map.gif](https://upload.wikimedia.org/wikipedia/commons/e/ea/Mongol_Empire_map.gif)

During that time, Mongol rulers, called khans facilitated contact and war between themselves and various cultures within **Eurasia**. The empire nearly stretched from the Mediterranean Sea in the west to the Pacific Ocean in the east, creating the largest **contiguous** land empire in the world. During Mongol rule, interaction between peoples of many different **ethnicities**, religions, and cultures was promoted. It was these interactions

that enabled the exchange and spread of ideas, goods, technologies, and unfortunately, disease.

What's in a name? The name Chinggis Khan, meaning something like “universal lord, has been spelled in European languages many different ways: Genghis, Chingiz, Djingis, Djenghiz, and Jankiz, also Qan, Kaan, Qhan. Our alphabet can only approximate the sounds of Mongolian, a language in the Altaic family which also includes Turkish. (If you say these different spellings aloud, how different do they sound?) For a while, Genghis was the most popular spelling, but today Chinggis or Chingiz is preferred. Europeans also called the Mongols “Tatars” or “Tartars.” Before Chinggis demolished them, the Tatars were the most powerful Mongol tribe, but that name was later loosely applied to all Mongols. In Europe, the form “Tartar” became current, after the Latin name for Hell, “Tartarus.”

Excerpted and adapted from World History for Us All

<http://worldhistoryforusall.sdsu.edu/>



# Document 1: Pope Innocent IV Letter to The Great Khan

## QUESTIONS TO GUIDE INQUIRY

1. What is a primary source? Secondary source?
2. How do bias and point of view impact sources?
3. How does evidence support or refute arguments?

## TERMS, PLACES, PEOPLE

desolation

unabated

chastisement

**Background:** Pope Innocent IV was leader of the Roman Catholic Church from 25 June 1243 to his death in 1254. Popes of the Middle Ages served as both religious and political leaders.

“It is not without cause that we are driven to express in strong terms our amazement that you, according to what we have heard, have invaded many countries belonging both to Christians and to others and are laying waste in a horrible **desolation**, and with a fury still **unabated** you do not cease from breaking the bonds of natural ties, sparing neither sex nor age, you rage against all indiscriminately with the sword of **chastisement**.” -

Source: Pope Innocent IV, 1245 CE

## Document 1 Questions:

1. Is this source primary or secondary? How do you know? Why does it matter?
2. Based on document, did the author believe the world would be better or worse without the Mongols?
3. Are there key pieces of evidence from the document that support your claim?
4. Why might this letter from the Pope be considered by many as powerful?

# Document 2: History of the Mongols, written by Rashid al-Din

## QUESTIONS TO GUIDE INQUIRY

1. What is a primary source? Secondary source?
2. How do bias and point of view impact sources?
3. How does evidence support or refute arguments?

## TERMS, PLACES, PEOPLE

sublime

lavishly

eradication

enmity

prosperity

**Background:** Rashid al-Din was a Persian historian. This history book was written at the request of the Mongol Emperor after 1241. This book serves as a record for Mongol and Asian history.

“At every opportunity, he (the son of Genghis Khan) allowed his **sublime** thoughts to overflow **lavishly** into the most just and charitable of good deeds, into the **eradication** of injustice and **enmity**, into the development of cities and districts, as well as into the construction of various buildings. He never neglected any measure designed to strengthen the framework of peace, and to lay the foundation of **prosperity**. “ - Source: Rashid Al-Din, 1241 CE

## Document 2 Questions:

1. Is this source primary or secondary? How do you know? Why does it matter?
2. Based on document, did the author believe the world would be better or worse off without the Mongols?
3. Are there key pieces of evidence from the document that support your claim?
4. Which document--1 or 2--seems to be the most reliable? Why do you think this?



# Document 3: Mongol Empire and Religious Freedom

## QUESTIONS TO GUIDE INQUIRY

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1. What is a primary source? Secondary source?
2. How do bias and point of view impact sources?
3. How does evidence support or refute arguments?

## TERMS, PLACES, PEOPLE

imperial

## Document 3: Mongol Empire and Religious Freedom

The History on the Net was founded by Heather Wheeler a historian and former history teacher

The Mongol people were Tengerians, which is a shamanist belief system. Tengerism means to honor the spirits. Shamanism is a form of animism, which holds that everything has a spiritual essence, including rocks, water and plants—everything. Humans are living spiritual creatures in a world of other spirits/forces/gods, with the Greatest Spirits being Koke Mongke Tengri, the Eternal Blue Heaven, and Mother Earth...

Genghis, the man, was interested in all religions. In fact, many Mongols were shamanists at the same time they practiced other religions...Genghis Khan and his descendants employed Buddhists and Muslims in their administration of the empire. Genghis even had close advisors who held to other religions. To the Mongols, then, religious tolerance wasn't only an **imperial** policy, it was the way they lived. Mongol leaders occasionally invited religious leaders to come and debate each other as a way of exploring and learning about the various religions under their rule. Source: <http://www.historyonthenet.com/mongols/mongol-empire-and-religious-freedom>, 2014 CE

**Document 3 Questions:**

1. Is this source primary or secondary? How do you know? Why does it matter?
2. Based on this document, did the author believe the world would be better or worse off without the Mongols?
3. Are there key pieces of evidence from the document that support your claim?
4. Does document 1 or 2 better corroborate the evidence provided in document 3?



# Document 4: The Narrative of Gabriele De' Mussis

## QUESTIONS TO GUIDE INQUIRY

1. What is a primary source? Secondary source?
2. How do bias and point of view impact sources?
3. How does evidence support or refute arguments?

## TERMS, PLACES, PEOPLE

Tatars

besieged

coagulating humours

putrid

## Document 4: The Narrative of Gabriele De' Mussis

Gabriele de' Mussis was a lawyer of Piacenza who died in 1356. His *Historia de Morbo* is the main source for the arrival of the plague in Europe, although it is not true, as his first editor believed, that de' Mussis was actually a passenger on the ship which brought the plague to Genoa — he is now known to have remained in Piacenza throughout the epidemic. Background excerpted from *The Black Death* By Rosemay Horrox, pg 14

Gabriele de' Mussis, *Historia de Morbo*

“Oh God! See how the heathen **Tartar** races, pouring together from all sides, suddenly invested the city of Caffa and **besieged** the trapped Christians there for almost three years. There, hemmed in by an immense army, they could hardly draw breath, although food could be shipped in, which offered them some hope. But behold, the whole army was affected by a disease which overran the Tartars and killed thousands upon thousands every day. It was as though arrows were raining down from heaven to strike and crush the Tartars' arrogance. All medical advice and attention was useless; the Tartars died as soon as the signs of disease appeared on their bodies: swellings in the armpit or groin caused by **coagulating humours**, followed by a **putrid** fever.

“The dying Tartars, stunned and stupefied by the immensity of the disaster brought about by the disease, and realizing that they had no hope of escape, lost interest

in the siege. But they ordered corpses to be placed in catapults and lobbed into the city in the hope that the intolerable stench would kill everyone inside. What seemed like mountains of dead were thrown into the city, and the Christians could not hide or flee or escape from them, although they dumped as many of the bodies as they could in the sea. And soon the rotting corpses tainted the air and poisoned the water supply, and the stench was so overwhelming that hardly one in several thousand was in a position to flee the remains of the Tartar army. Moreover one infected man could carry the poison to others, and infect people and places with the disease by look alone. No one knew, or could discover, a means of defense.”

Source: [http://wwwnc.cdc.gov/eid/article/8/9/01-0536\\_article](http://wwwnc.cdc.gov/eid/article/8/9/01-0536_article), quoting The Narrative of Gabriele De’ Mussi, 1348-1349?

#### **Document 4 Questions:**

1. Is this source primary or secondary? How do you know? Why does it matter?
2. Based on this document, did the author believe the world would be better or worse off without the Mongols?
3. Are there key pieces of evidence from the document that support your claim?

4. Which of the first three documents best corroborates with document 4?



# Document 5: Empires of the World (Square Mileage)

## QUESTIONS TO GUIDE INQUIRY

- 1. What is a primary source? Secondary source?
- 2. How do bias and point of view impact sources?
- 3. How does evidence support or refute arguments?

## TERMS, PLACES, PEOPLE

Document 5: Empires of the World Square Mileage

Mongols	Over 12 Million Square Miles
Hitler	Over 1 Million Square Miles
Napoleon	Over 800,000 Square Miles
Alexander the Great	Over 2 Million Square Miles
Romans	Over 2 Million Square Miles

Source: Compiled from numerous sources

### Document 5 Questions:

- 1. Is this source primary or secondary? How do you know? Why does it matter?
- 2. What does the chart tell you about the Mongols?
- 3. Are there key pieces of evidence from the document support your claim?

# Document 6: Women in Mongol Society

## QUESTIONS TO GUIDE INQUIRY

1. What is a primary source? Secondary source?
2. How do bias and point of view impact sources?
3. How does evidence support or refute arguments?

## TERMS, PLACES, PEOPLE

stirrups

vigorous

## Document 6: Women in Mongol Society

Giovanni DiPlano Carpini, 1245-1247:

“Girls and women ride and gallop as skillfully as men. We even saw them carrying quivers and bows, and the women can ride horses for as long as the men; they have shorter **stirrups**, handle horses very well, and mind all the property. The Tartar (commonly used term for Mongols) women make everything: skin clothes, shoes, leggings, and everything made of leather. They drive carts and repair them, they load camels, and are quick and **vigorous** in all their tasks. They all wear trousers, and some of them shoot just like men.” Source <<http://womeninworldhistory.com/silk-road-114.html>>

### Document 6 Questions:

1. Is this source primary or secondary? How do you know?
2. According to this source what role do Mongol women have in Mongol society?
3. Which document best corroborates document 6?



# Document 7: The Status of Merchants Under Mongol Rule

## QUESTIONS TO GUIDE INQUIRY

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1. What is a primary source? Secondary source?
2. How do bias and point of view impact sources?
3. How does evidence support or refute arguments?

## TERMS, PLACES, PEOPLE

### Document 7: The Status of Merchants...Under Mongol Rule

Source: Taken from Columbia University's Asia for Educators website. [http://afe.easia.columbia.edu/mongols/history/history4\\_a.htm](http://afe.easia.columbia.edu/mongols/history/history4_a.htm) The website is the work of

Morris Rossabi a Professor of Chinese and Inner Asian History. He has published many works on the topic of Asian History at the prestigious Columbia University.

Under Mongol rule, merchants had a higher status than they had in traditional China. During their travels they could rest and secure supplies through a postal-station system that the Mongols had established.

The postal-station system was, of course, originally devised to facilitate the transmission of official mail from one part of the empire to another. Set up approximately every 20 miles along the major trade routes and stocked with supplies of food, horses, and lodging, the stations were an incredible boon to all travelers, whether they were traveling for business or otherwise.

Under the Mongols, merchants also had the benefit of not being faced with confiscatory taxation, as was the case during the rule of the traditional Chinese dynasties.

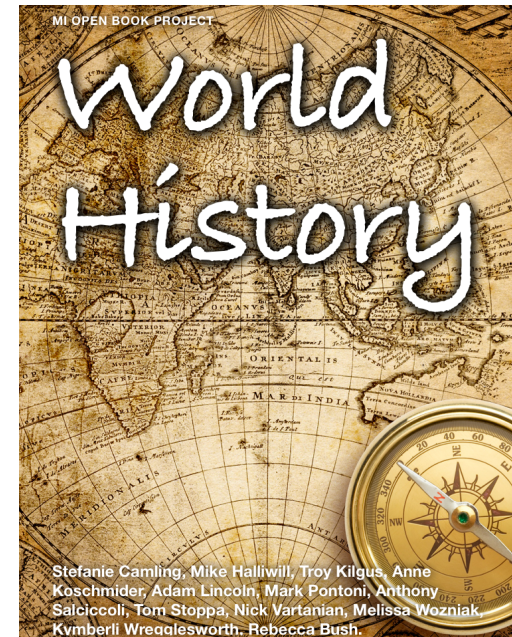
Support for trade characterized not only Mongol policy in China but their policy throughout their domains. In Persia the Mongols granted higher tax breaks and benefits to traders in an effort to promote commerce. The Mongols even tried to

introduce paper money into Persia — though this would become merely a failed experiment. Nonetheless, the attempt indicates the desire of the Mongols to provide additional assistance to traders.

Source: <[http://afe.easia.columbia.edu/mongols/history/history4\\_a.htm](http://afe.easia.columbia.edu/mongols/history/history4_a.htm)>

### Document 7 Questions:

1. Is this source primary or secondary? How do you know?
2. Based on this document, did the author believe the world would be better or worse off without the Mongols?
3. What key pieces of evidence from the document support your claim from above?
4. Is Morris Rossabi a reliable source? Why or why not?



### Writing in World History: Would the world have been better off without the Mongols?

**Task:** You have now received instruction on historical thinking and read seven different documents from seven different points of view. Some were primary sources, some were secondary. All were carefully selected to provide you enough opportunities to take a stand on the major question and support your stance with relevant historical evidence.

After each resource you answered some questions. Your answers to these questions may help you in writing your answer to the main performance task question. You may go back to these sources and your answers to each question as often as you need to complete your research.

Your teacher will determine the best place for you to write your essay. It may be on an app saved on this device or written by hand. Remember to keep all your notes and readings from this chapter handy! You'll come across more performance tasks like this one embedded throughout this resource.