

Class video link: [click here](#)
Chromebook friendly video link

Homework due today:

Read Strayer, pages 464 (Encountering...) - 468 (stop at Russia...)

Write the following words/phrases down before coming to class...you are welcome to take notes, but I will just be checking for the words

- Great Khan Ogodei
- Khanbalik
- Khubilai Khan (policies)
- Treated Chinese
- Chinese examination system
- Mongol law discriminated against
- Mongols forbade intermarriage
- 1368
- Il-khan of Persia
- 1258
- Persian bureaucracy
- Mongols treated their women...(vs. Persian rulers)

Key Vocabulary/concepts not in the text--please ask at the beginning of class if you do not know

- Khanate of the Golden Horde

What I would suggest:

Line of reasoning: ...forced relocation of administrators, artisans resulted in cross-cultural pollination resulting in...

- Persian bureaucracy

Line of reasoning: ...the level of brutality exhibited by the Mongols resulted in the destruction of societies and the death of tens of millions resulting in...

- Treated Chinese
- Chinese examination system
- Mongol law discriminated against
- 1258

Line of reasoning: ...pastoralists (pastoral nomads) tend to be more egalitarian resulting in...

- Mongols treated their women...(vs. Persian rulers)
etc.

Opening (I Do):

- Explain the process of state building and decline in Eurasia over time
- Explain how the expansion of empires influenced trade and communication over time.
- Explain the significance of the Mongol Empire in larger patterns of continuity and change

Standards

K.C.-3.2.I.B.iii.--Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.

K.C.-3.1.I.E.i.--The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.

K.C.-3.2.II.A.ii.--Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.

Learning Target(s) related to the standard(s)

- Explain the process of state building and decline in Eurasia over time
- Explain how the expansion of empires influenced trade and communication over time.
- Explain the significance of the Mongol Empire in larger patterns of continuity and change

<p>Success Criteria</p>	<ul style="list-style-type: none"> * claim development * sourcing
<p>Introduction/Connection/Direct Instruction</p>	<p>Contextualization:Identify and describe a historical context for a specific historical development or process</p> <p>Pre-1200-periodization for Afro-Eurasian Trade</p> <ul style="list-style-type: none"> * Yuan (Mongol) China * Persia * Russia
<p>Work Period (We Do, You Do):</p>	
<p>Guided Practice; Collaborative Practice; Independent Practice</p>	<p>DBQ Introduction--how to tackle the DBQ</p> <p>Possible areas of focus:</p> <ul style="list-style-type: none"> * HRS CCoT: In what ways did the Mongols assimilate to Persian culture following the conquest of the region? * HRS causation: Describe the impact of the Mongol conquest of the Abbasid caliphate on the region of Persia. * HRS comparison- <i>How did the expansion of existing empires—including China, the Byzantine Empire, and the Caliphates—as well as new empires—like the Mongols—facilitated trans-Eurasian trade and communication as new peoples were drawn into their conquerors’ economies and trade networks?</i>

	<ul style="list-style-type: none"> * How did the Mongol conquest of China differ from most other regions? * In what ways was the rule of the “Khanate of the Golden Horde” different from other regions under Mongol control?
Differentiation	Wait For It...The Mongols!: Crash Course World History #17
Formative/Summative Assessments (We Check):	
Assessment Uses/Strategies	<p>AP Classroom</p> <p>Albert.io</p>
Closing (We Check):	
Summarize/Share	<ul style="list-style-type: none"> * Examples of religious syncretism * Examples of technological diffusion
School wide Instructional Focus	
Literacy (Reading and Writing)	SAQ